# THE SURVEY

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## *The Gist of It*

EDUCATION in the sense of pedagogical techniques is a matter of fairly limited interest. It flourishes, if so active a word can be applied to its dusty existence, mainly in ponderous textbooks and the classrooms of old-fashioned normal schools. But education as a continuing process, drawing together the resources and influences of modern homes and communities as well as of the schools is a matter of fresh and vital interest to us all, in our jobs as wage-earners, citizens, parents, and in our personal relationships, as well. Adventures from this broader field of education are described and interpreted in the sheaf of articles about schools and schooling included in this September number of Survey Graphic.

ONCE upon a time the school and the home carried on the education of Mary and Johnny almost independently of one another. What children got in school included little beyond formal academic training—reading, writing, spelling, arithmetic to begin with, history, literature and "the classics" farther along. "Preparation for living," aside from this rigid textbook knowledge, was gained largely through the contacts and activities of the busy home and the simpler, more compact community life of yesterday. But in the modern world education has become a cooperative enterprise, partly because of the new responsibilities that the shifting home throws upon the school, partly because of the school's new demands upon the parents of Mary and Johnny. Some of the problems and opportunities of this changed relationship were discussed at the First International Congress of Mental Hygiene by V. T. THAYER, educational director of the Ethical Culture Schools, formerly a member of the department of philosophy at the University of Wisconsin. Through the cooperation of the Congress, Survey Graphic is able to give the substance of Dr. Thayer's paper as the leading article in this issue. Page 453.

AS a German exchange student, under the Institute of International Education, EVA SCHWIDETZKY spent the academic year of 1928-9 at Western College for Women, Oxford, Ohio. She had previously attended the universities of Heidelberg and Leipzig, specializing in philology. Through the courtesy of the Institute of International Education, Survey Graphic is privileged to publish a report in which Miss Schwidetzky formulated her reactions to American college education. This temperate and penetrating analysis of personal experience will be of interest to all those concerned with higher education in this country, and particularly to college students and college teachers. Page 458.

WE hear much about adult education, classes for grown-ups, of the educational power of the radio and the movie, until it would seem that no one could add anything to the sum total of discussion of the machineries by which a modern democracy tries to keep abreast of its changing world. And here comes MISS ADDAMS with one of those shafts of insight which she has so often thrown on the currents of human affairs, portraying them for us in a fresh light. How in an age of specialization, with the great gulfs between expert and layman, between the intellectual and the rank-and-file, can a people turn something over in their minds collectively, so that what was dormant or backward or scattered in men's thinking takes shape, and thereafter common thought circulates at a new level? She gives an arresting answer in Education and the Current Event. Page 461.

FRANCES H. PATTERSON, who stumbled on the little village of Bar-sur-Loup and its progressive education project during a recent holiday in France, is director of the elementary French department in the schools of Oakwood, a suburb of Dayton, Ohio. Page 465.

LUCY L. W. WILSON is well known to Survey Graphic readers for her accounts of educational adventures in the South Philadelphia High School for Girls, of which she is principal, and for her paper a year ago on the new schools of Turkey. On page 466 she describes the change in the schools to fit the changing conditions in Chile, against the background of the "bloodless revolution" that is taking place there. Dr. Wilson spent part of the last academic year in Chile at the invitation of the government, helping adapt the Dalton plan to local needs and conditions.

SONIA KAY and IRMA RITTENHOUSE are graduate students in the Department of Economics at Columbia University. Their article, Why Are the Aged Poor?, is the result of a thorough canvass of Greenwich Village and the Lower East Side, made this past winter in an effort to discover what kind of people are left poor in their old age and where the blame for their poverty probably lies. The survey will be published in full in the report of the New York State Commission on Old Age Security. Dr. E. M. Burns, under whose direction Miss Kay and Miss Rittenhouse carried on their study, is the first woman to be appointed to the Graduate Faculty of Political Science of Columbia University in the fifty years of the department's existence. Martin Rosenthal, who made the illustrations for the article, has studied at the Art Students' League and under George Luks. Two of the old men studied by Miss Rittenhouse and Miss Kay posed as models for the drawings. Page 470.


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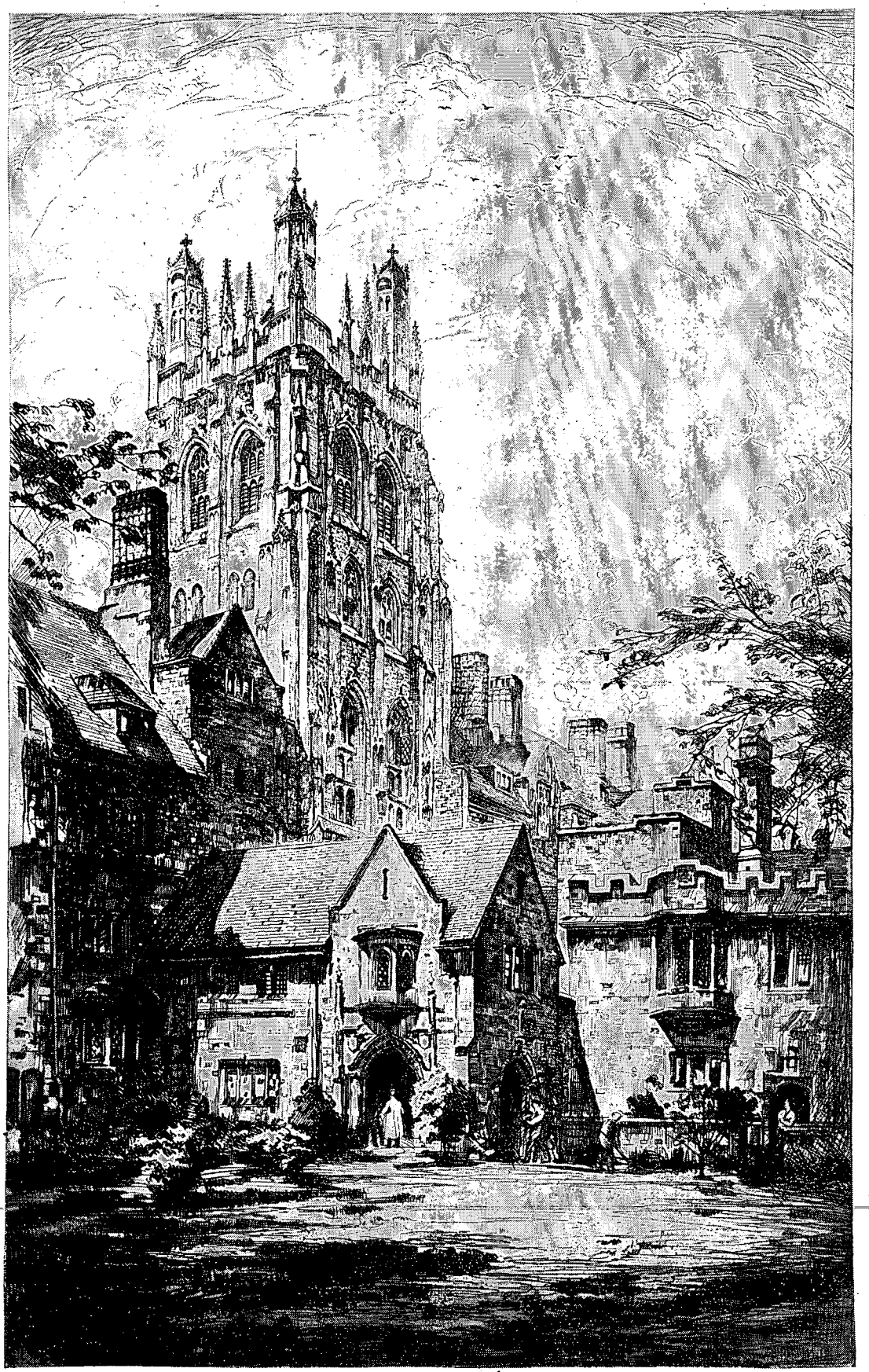

Courtesy Kennedy and Company, New York

WREXHAM TOWER, YALE

*Etching by Robert Logan*

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THE SURVEY

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# Schools and the Shifting Home

By V. T. THAYER

IN the United States a generation ago the best school and the best home hardly engaged in more than a speaking acquaintance. To be sure, the writer remembers how, as a child in District School No. 4, he and his classmates were drilled to greet the parents who came to witness a Christmas entertainment with the song,

"Oh, dear, what can the matter be,
Parents don't visit the school?"

but he is aware that the children and the teachers, as well as the parents, did not take this seriously. Indeed it was usually interpreted as a sign of weakness if a teacher carried a problem of discipline to a child's parents, and the best parents did not presume to interfere with the teacher's work. A proper relationship consisted, on the whole, in the educational right hand not knowing what the educational left hand was doing.

This may be said to characterize school-home relationships in the pre-industrial era. Insofar as the school and the home remain thus unrelated they reflect a conception of education which dates back to a relatively simple economic and social order. In this order the school's function was to give to the child an intellectual training which the home could not conveniently supply, while the forces which basically molded the character and personality of the child were thought to proceed largely from experiences and institutions outside of the school. The home and the community in short were relatively self-sufficient as educational forces, and the school functioned as an agency supplementing real life.

The progressive development of our industrial civilization is defining anew the functions and responsibilities of the school and, by implication, the character of school and home relationships. Continuous and consistent influences upon the lives of children in home and community are probably becoming the exception rather than the rule. Not only do families move from place to place with startling rapidity; easy means of communication and transportation facilitate also easy retreat from boredom. Parents and children work and play more and more outside of the family circle, and thus there proceeds a steady disintegration of family bonds and constructive family influences.

The educational character of family and community relationships is also changing. Under the old order division of labor had not yet reached the stage of pulverization, and in the home and out of the home, a child could learn from first-hand observation and experience how intimately dependent people are one upon another for furthering the common enterprises of living. Labor-saving devices and the necessary crowding of families into small living quarters in the city now combine to take out of the home the activities of adults and children which formerly gave to the child a serious contact with the means to the basic essentials of food, clothing, and shelter. True, sweatshop conditions of work frequently perpetuate child labor in the home, but this is of a deadly character, dwarfing and stunting child growth. At the other extreme is the unfortunate "fortunate" child, who receives all the goods of life with no conception of what they mean in terms of human effort and inventiveness.

THE modern home has tended also to exclude children from a genuine participation in family concerns. Anna Gillingham reminds us that George Herbert Palmer "used to advise his students to share with others their little joys and their great sorrows; not the happiness so great as to arouse envy or the petty annoyances and carping anxieties; but the little joys and the great sorrows." She illustrates the evil consequences, in a number of cases, that proceed from an attempt to keep sorrow from a child. Thus,

> a child of excellent ability made a miserable school record. Her mind was always on her mother who had disappeared, but concerning whom she dared not ask her father because she had been warned that he could not bear to talk about "it." When she was nearly grown and was told rather casually by an outsider that her mother was insane, her tone of ineffable relief was a revelation. "Oh, then she really *was* insane!" What hours she had spent in brooding over that mystery!

Children do not even play as of old. In the simple Massachusetts town of seventy-five years ago described by G. Stanley Hall, children could play without the supervision of adults, and the sports and games in which they indulged gave them varied and valuable social contacts. Today, no matter how widely the tenement house and the luxurious apartment hotel may differ in the comforts of life they are



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at one in their disregard of the needs of child life. The tenement house tends to drive the child onto the street for his play and recreation, with all the dangers, physical and moral, that this involves, while the apartment hotel restricts the child's activities to an environment that is dominated by adults, with its evil effects in the way of nervous strain and tension upon both adults and children.

We are thus in the curious situation in which children are at once more prized and more sympathetically appreciated than formerly and less considerately dealt with. Legislative protections have been built up against the exploitation of childhood, but the shift in the ratio of adults to children and the restricted conditions of modern living militate against healthy and normal growth.

Professor Counts has called attention to the fact that in the United States in 1790 for every 1000 children below sixteen years of age there were 780 adults. This proportion of children to adults remained substantially unchanged down to the middle of the nineteenth century. In 1900, however, there were 1580 adults for every 1000 children, "by 1920 approximately 1880, and today the figures cannot be far from 2000." Thus it comes about that, coincidentally with a diminution of their economic exploitation, children are surrounded by a world of grown-ups and are forced to live under conditions that are progressively difficult to harmonize with the interests and needs of childhood.

When the period of adolescence approaches, there is a progressive tendency for recreation to take place along horizontal lines, adults with adults and adolescents exclusively with adolescents. If it is only on occasion that the older and the younger generations meet in social festivities as well as in the serious affairs of life, it may be expected that it will be only on occasion that they will see eye to eye with reference to standards of conduct and behavior. It is further true that the complexities of modern life accentuate characteristics of growth and difficulties of adjustment which were less acute or not at all present in a simpler order of society. One is tempted at times to question whether psychology and mental hygiene are revealing mechanisms of behavior formerly unobserved, or whether our so-called advance is merely progress in revealing and coping with maladjustments created by our complex civilization.

Take, for example, the mere fact of compulsory school attendance. Necessary as it is that the level of general intelligence be raised, the attempt to fit children into relatively uniform academic holes results in a harvest of personality maladjustments.

IN a study of retarded children, Dr. Esther Loring Richards found that backwardness in school, as indicated by the repetition of grades, was by no means due in all cases to genuine mental retardation, but was frequently the "expression of various factors in the background, development, early training and personality traits of the individual children." In one case, for example, a child's timidity in school and embarrassment over initial failure was excused at home on the ground of "nervousness" and set down at school to stupidity. A second child, handicapped by a language difficulty, who was beaten at home "if he displayed too much initiative in discussing parental requests," could rarely be induced to recite at school. Instead of asking that a question be explained he gave the best answer he could and accepted the stigma of failure without comment. Through lack of understanding, the boy's teacher described him as "hard-headed and plain stupid." A third child had attended country school irregularly and then had come to live in the city. Her well-intentioned aunt was constantly prodding the girl into activities that "almost stampeded the child's social resources." The artificial stimulation at home and failure at school due to inadequate preparation, resulted in embarrassment that the school ascribed to limited intellect, sulkiness, and obstinacy.

These cases are but typical of a harvest which may be gathered in any school. Unintelligent homes and standardized, conventional schools constitute the millstones which grind out of children's personalities a hopelessness and a futility that manifest themselves as "causes" for failure and maladjustment. In describing a group of eighteen children, all but one of whom responded later to remedial treatment and ultimately joined their comrades in regular classes, Dr. Richards writes:

> Naturally the mental attitude of a child who has been passed from one teacher to another for a year or two without promotion is a very interesting study. Some of these children were calloused to ridicule, teasing, and loud rebukes, both at school and at home. Ambition and the spirit of rivalry had gone. They were bored time servers in the class room, often organizing mild revolutions when the teacher's attention was diverted for a moment. Others covered up a sense of shame at not being promoted by various reactions attributed to their being "high-strung and nervous." They were exceedingly "touchy" over the slightest criticism or teasing, bursting into tears or explosions of cursing at the most trivial provocation. Still others seemed to have sunk into an uncommunicative state, never volunteering a remark and rarely answering a question, but quietly amusing themselves in a way to escape contact with the environment as much as possible. The

Early prints by Courtesy Jackson Square Branch, New York Public Library

*"The activities of adults and children . . . gave the child contact with the basic essentials of food, clothing, and shelter"*

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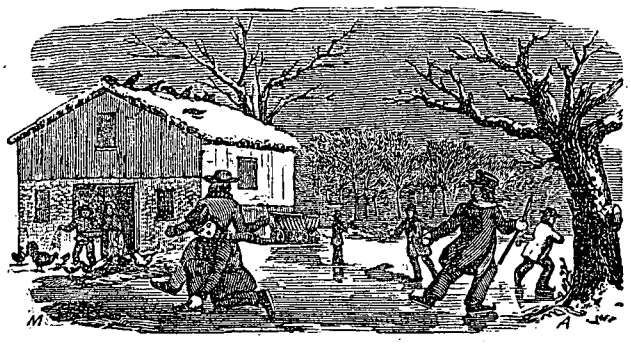
neral characteristics of the group and the personal traits of individual members were so interwoven that in many inances it was impossible to say how much of the child's behavior as due to temperamental idiosyncracies and how much was defense mechanism developed to meet the school existence.



*"In the simple town of seventy-five years ago children could play without the supervision of adults"*

ach child had his own story of shyness, obstinacy, sensitiveness, ar, laziness, and so on, which undoubtedly played a large role his failure to make a good start in school.

But an industrial civilization is not content merely with wing the seed and harvesting abundant crops of personality fficulties in school and home. Children no longer mature nder the conditions that existed when human beings exressed in proverbs or wise sayings, in literary forms or hilosophical formulas, the funded experience of the race, nd so childhood and youth are deprived of media of interretation which have been the common property of past genations. To a country child who has himself worked in the oil or who has witnessed the seedtime and the harvest, the Biblical injunction, "Whatsoever a man soweth, that shall he lso reap," has vital significance. Similarly folk songs and ances which symbolize the daily activities of people have a ultural and an ethical value which disappears under industial conditions. Peculiarly unfortunate is that generation of oung people which lives under conditions which give a forign character to the garb that now covers much of homely visdom and the religious and philosophical expression of an's insight into life's meaning. No wonder that they inst upon discarding the old and striking out on their own esources. They do not spurn guidance; on the contrary they unger and thirst for it, but he who would go with them and how them the way must become as one of them, young in eart and experimental in attitude.

The burden of our discussion thus far has been to indicate ome of the changes in contemporary living which, of necesity, will define a new relationship between the school and he home, and to suggest that in the future the school will ssume the leadership in directing and coordinating the priary forces that play upon the child.

Forward-looking schools are already using direct experince as well as printed pages to give children an appreciation nd an understanding of how human beings have won for hemselves the basic essentials of living. Moreover, in group ssociations with their fellows, children in these schools are ncouraged to evolve workable standards and ideals of conuct. With increasing maturity they acquaint themselves nore intimately with the methods man has used to acquire ontrol over his environment. Pupils thus come to see mathematics and science, mechanical invention, art, music, and iterature as experiences in which they may engage and out f which they may forge their own values of life.

This is a very meager description of the trend of the modern school, but it may suggest that it has come to exercise the function of an interpretative agency. To realize this purpose adequately it must build upon the understanding and the cooperation of the home. In short, the parent as well as the child must go to school.

It is interesting to observe that the direction in which parental education must go in order to be effective is already indicated by work under way on two quite different cultural levels, with mothers of the poorer classes who are invited to the school to receive direct assistance in problems of child care, the preparation of foods, and the hygienic management of the home; and with the more fortunately situated patrons of private schools or schools managed by a college or university department of education.

In Cambridge, for example, a private nursery school requires

> that every mother shall give half a day a week to helping in the nursery school, shall attend mothers' meetings, and shall cooperate with the school in every way. . . . The plan of having mothers help has been successful. The mothers are eager to come for their half day of work and are eager to learn all they can from being with the children and from watching the director and conferring frequently with her.

PARENTAL education of this character is vital because channels are provided for ideas and precepts to go over into action. The parent as well as the child is identified with an "activity" school. Obviously, the educative activities of parents within the school will increase in scope and significance as it becomes a recognized fact that the modern home is undergoing transformation, and that the wisest course is for parents to seek an understanding of the factors introducing change with a view to their control in the interests of more intelligent home and child-parent relationships.

Take for example the changes we have indicated with reference to work and play. When parents center upon a study of the curriculum and the methods now followed in modern schools, they should acquire more than a mere acquaintance with the purposes of the school. Out of this study should come a realization of the presence or absence in their own home of conditions essential for better growth. They should be stimulated to provide at home, opportunities for constructive play and work. Similarly, an appreciation of the restrictions placed upon play and the present exploitation of the play instincts by commercial interests should lead to the organization of intelligent planning for the recreation of children and youth. The point of departure is doubtless the consideration in a parents' group of the educational importance of play in child development; the outcome of such a study might well be not only better school, home, and com-

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munity facilities for play and recreation, but activities in which groups representing all ages can associate under conditions that will develop healthy bases of mutual understanding.

I do not wish to imply, in urging parents to associate themselves with the school in the spirit of learners, that they are to sit at the feet of teachers. Such a conception of the teacher as this would presuppose, may very well be an ideal worth striving for, but unfortunately it does not square with present facts. How competent, for example, to instruct parents in the management of their children are the teachers of whom Dr. Richards writes in connection with her remedial work in the Baltimore public schools:

> Not infrequently John Jones and I were introduced by the teacher before the whole class with the remark: "I'm glad you've come to examine John. He can't seem to learn a thing. I don't know what is the matter with him. John Jones, stand up and let the doctor see you."

THE limitations of teacher understanding and training for the type of school and home relationship which we are suggesting must be faced. The most serious of these handicaps is subject-mindedness. The necessity of driving groups of children abreast over standardized roads to knowledge blinds teachers to the importance of factors in growth that are unrelated to the accumulation of information and study skills.

The responsibility for this one-sided emphasis in education dates back, of course, to the early beginnings of the school. Nor is its persistence entirely the teacher's responsibility. It is not uncommon for teachers to be judged on the basis of tests which measure superficially learning products of partial character and short-time growth. The evils of a subject-matter consciousness are accentuated as the child proceeds from primary school through elementary school, highschool and college. Thus Dr. C. Macfie Campbell writes of college education:

> The student may pass through his college course without its being necessary at any stage for him to review the principles underlying human behavior; without his being required to take stock of the hidden source of his own interests and beliefs and habits and moods; without his becoming aware that these moods and beliefs and interests, which are going to give to his individual life its special value, have definite biological determinants which work according to certain definite laws, and some knowledge of the control of which may make all the difference between stability and instability of his life. A college education does little to prepare anyone to meet the fundamental issues of life any better than the ordinary individual. It is stated that, in the prisons of the United States, college graduates have a representation in due proportion to their number in the community. The study of nervous and mental patients with college degrees often reveals a striking discrepancy between the academic culture and the lack of any grasp of the fundamental principles of mental health. Yet the colleges should be the source of the community-wide diffusion of knowledge with regard to the above principles.

The teacher's training and experience as a teacher also militate at present against a full understanding of the child. Teachers know children in but one setting. The best schools have light, cheerful rooms, abundantly equipped with educative materials and supplies. The child's associates in school are predominantly of his own chronological and social age. In so far as teachers deal with children exclusively in this well ordered context, they are little prepared to give aid and comfort to parents who are struggling with the problems of adjustment of children with adults in a predominantly adu environment or of children with children of such varyir ages that their interests are either foreign to each other in positive conflict. If parents receive insight and suggestio for intelligent parenthood by familiarizing themselves wi the work and the purposes of the school, is it not equally tr that teachers are ill-prepared to organize and direct intell gently educative experiences of children, so long as they a ignorant of the fundamental problems of home relationship

Teachers likewise suffer from positive disabilities. In t United States the unmarried teacher predominates, and i many cities married women are barred from teaching. Co sequently the teachers lack a normal and balanced judgme not only on matters of sex but with reference to the impo tance of behavior traits that function in an integrated pe sonality.

Many teachers are also handicapped by the social and cu tural backgrounds out of which they come. The fluid co dition of our social order, a situation in which education an ability unlock virtually all the doors of opportunity, resul constantly in practice in the selection of teachers who hav schooling but not education. A study conducted recently b Dr. M'Ledge Moffett of Teachers College, Columbia Un versity, of 1080 students in fifteen teachers colleges represen ing all parts of the United States, indicates that the averag teacher comes from a family in which the father is a farme a skilled workman, or owner of a business with an averag annual income of from $2000 to $2500. The cultural ad vantages in these homes are limited at best. These teacher all too frequently have succeeded in accumulating a certai amount of academic knowledge, but they do not possess a cul ture which enables them either to see life steadily and as whole or to enter understandingly into the experiences o others.

FURTHERMORE, a teacher's preparation as a studen and his experience as a teacher hardly fit him for leader ship along new and unblazed trails.

As Ruth G. Hardy forcibly states:

> What are the qualities of the "good" teacher in the tradi tional school? So outstanding as to have become almost a hal mark in the business is a "respect for authority" so strong tha it can only be called timidity. That teachers are the most timi of workers is the first lament of nearly every educational leader whether he wants to establish a new school, make an adminis trative reform, or organize a professional group. Teachers no only fear the educational authorities set over them, but inven dangers of dismissal or of censure where none exist; they creat sadistic superintendents by eagerly awaiting the blow. Ther are reasons enough for this condition. Psychologically, in th state systems, teachers are drawn from the "good," docile chil dren who learned what they were told to learn, privately achieved the art of passing examinations (and it is a real art quite different from the art of learning), and won scholarship or high standing in college or training school. The really active rebellious child, the student with a taste for innovation, ca scarcely win the necessary references in many places. Socially teaching in the United States is not highly regarded, and th teacher seldom rises above the stigma of this inferiority. Mor respected in Europe, he yet comes most frequently from a socia class to whom teaching means a rise in the world, and he can not forget the humbleness of his origins. In the eastern Unite States, among the people I know best, where social classes ar rapidly becoming fixed, teachers suffer from both the America and the European inferiorities.

Indeed, it is an open question whether the "best" supervise schools have not introduced relations between supervisor

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officials and teachers which work by refraction positive injury upon the personalities of children. Dr. Bernard Glueck has drawn attention to this situation:

The fatigue engendered from having to manage too large classes, the ennui which is inescapable when one is so largely deprived of the opportunity to exercise one's initiative, the irritations that are bound to come from constant lack of appreciation of one's best efforts in connection with an administrative machinery which has become so largely impersonal in nature, the anxieties over security of tenure, all these are effects which only the exceptional teacher is able to escape. The average man or woman obliged to work under these circumstances comes to reflect in his own personality and attitude the characteristics of the dissatisfied and balked individual, characteristics which in the specially sensitive person are sufficient to poison the atmosphere of any classroom. It is particularly under these conditions that the teacher is apt to resort, consciously or otherwise, to a kind of exploitation of his or her authoritative position which plays havoc with the personalities of the children.

It is not my intention to charge teachers with incompetence. There are, of course, thousands of cultured, well-integrated individuals who are possessed of sympathetic insight into child nature and are functioning as leavens of healthy influence in school-room, home and community. We have intended merely to describe certain difficulties confronting the working out of intelligent school-room relationships. These difficulties are sufficient, surely, to prompt the question "Shall the blind lead the blind?"

From Peter Arno's Parade, Horace Liveright

*A modern cartoonist pictures the unfortunate "fortunate" child of today trying to play in an environment dominated by adults*

The situation would be discouraging indeed, if not hopeless, were we to adhere to the conventional conception of the teacher-centered school. As against the traditional school in which children "learn" and teachers "teach" according to pre-conceived patterns we would suggest a teacher-child-parent relationship in which each engaged in learning situations appropriate to his function and his needs.

A discussion of the teacher's function in this cooperative relationship, and the essential steps for its realization, would take us far into the field of teacher training. We can only remark that the difficulties enumerated are subject to control and modification when they are clearly faced. At present the average teacher is blind to significant aspects of personality development because teacher training institutions have been ignorant of their importance. Here and there, however, colleges of education are attacking the problem in a broad way. Moreover, in many places school officials and forward-looking parents are cooperating in the establishment of study groups for teachers and guidance departments for parents. Adequately trained psychologists and carefully selected members of the staff of a guidance clinic can be utilized in a dual capacity: for remedial work with children and instructional purposes with teachers and parents. The connection of such a department of the school with the faculty should be that of improving teachers in service through group faculty meetings and individual conferences on problem cases, and similarly with parents by means of conferences on individual children and discussion groups organized under parents' organizations. It should not be overlooked that the education of the child is by no means safeguarded when teachers and parents have centered upon understanding the child, important as this may be. To this must be added a self-understanding on the part of the teacher and parent. Learning how to regulate wisely one's own life is an integral part of the management of the child. Consequently self-guidance of the teacher and the parent becomes one aspect of faculty programs for teacher improvement and a lively subject for courses of instruction given under the auspices of parent-teacher associations.

We conclude then as we began, with the statement that a valid conception of school and home relationships must proceed from an accurate idea of the place which these two instruments for richer living are to occupy in contemporary civilization. The family, the church, and the community formerly constituted the dominant forces which shaped the individual's life, while the school served in a subordinate and incidental capacity. As the community disintegrates and the home becomes confused the school serves more and more as the focussing point for influences bearing upon the child. Upon it rests now the responsibility (*Continued on page* 486)

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# The Other Side

By EVA SCHWIDETZKY

"HELLO, little imp!" That is Jim's voice behind me, and I am pleased with the greeting. She has no special message for me. She merely seizes another opportunity to call me "little imp" as I happen to cross her way on the campus. Why she finds such pleasure in this appellation is beyond my German understanding. I never before came across the word in my studies of the English language and its implications are still somewhat obscure to me, although I do find the word in my dictionary. But certainly this appellation does not correspond to my interpretation of my dignity as a college senior. I am conscious of the slightly patronizing benevolence in the attitude it expresses, and I confess I have always been rather resentful of any kind of condescension. But Jim's "hello" radiates a contagious cheerfulness no matter in what overcast mood it finds me. And, in the early days of my experience with American college life, it often found me in a very black mood indeed.

I remember that from the very beginning my feelings toward Jim were quite distinct from the vague antagonism I felt against the bewildering crowd of unknown faces into which I suddenly found myself plunged as a small and insignificant part, and in which I knew I should have to find my own place. Perhaps my interest was aroused for the first time by the simple and natural manner in which Jim took me under her wing after class, asking me if I had understood the teacher and helping me find the books I needed in the library. I had not asked her for help. It impressed me the more that without much ceremony she treated me as a good friend and kept on watching my "getting along," always ready to help and to give information. Her unconventionality appealed to me. And, seeing that she was an intelligent student and a ready partner in our occasional friendly teasings, I unconsciously began—perhaps quite illogically—to take it for granted that we understood each other perfectly, although there was not much serious conversation between us. I even began to regard her as a secret ally against the rigid, discouraging routine of this college machinery, which very soon began to gall me intolerably.

It is only fair to say that I started into college work with enthusiasm. Of course I knew before I left Germany that American college education is very different from European "academic liberty." I was ready to see that liberty somewhat restricted and—eager to take in every new experience, enthusiastic about the opportunity of plunging into the life and the thought of another nation—I was willing to suffer what must be suffered; for the rest, I took it for granted that I should be able to find and go my own ways.

My first assignment, an introductory chapter from an authority on American government, aroused my interest. It dealt with different political theories. The author had a fascinating manner of explaining and arguing. His treatment of socialism made me so eager to learn his interpretation of American institutions that, when I had finished the assigned chapter, I read on and on until my first curiosity was gratified.

With great satisfaction I put the book on the shelf and walked out of the library. I needed complete relaxation for a while. Before turning home I descended the little footpath leading to the golf course and strolled around the campus enjoying the gentle curves of the hills and the autumnal colors of the leaves, all the time busy digesting what I had read. I let my mind wander over the impressions of the day and finally began a general appraisal of my present situation. I anticipated a life of ideal harmony; interesting and congenial work in complete quiet as long as I chose to study, tennis-courts, swimming-pool, gymnasium, if I chose to play; a wide and delightful campus if I chose to take my walks and to think things over; and last but not least the congenial company of women, a circumstance which relieved me from a secret burden which I had always borne at German universities. There are no women's colleges in Germany. There are no women professors at the universities. Young women who study at the university are tolerated rather than welcomed; at least they lose in their prestige as women, since scientific work is still regarded as a more or less unwomanly occupation. The prejudice, I must admit, is disappearing, but it still makes itself felt. And perhaps there may be some grounds for such an opinion, since, as conditions are, women have to conform completely to the masculine mentality and masculine standards, which after all are and always will be more or less foreign to us. But a German woman has no other opportunity for higher education, and I never could free myself of a certain uneasiness, perhaps a vague "inferiority complex," on account of this unequal competition.

HERE at Western College, in a foreign country, I found myself much more at ease intellectually. I was on a complete equality with my co-workers, I did not need to endure a silent prejudice because of my sex. I was undisturbed. I was unhampered. I was free. And instead of finding a group of emancipated bluestockings, horn spectacled and even painfully lacking in culture, as naively enough I had vaguely expected, I found teachers as well as students a well-dressed, cheerful and sociable group, who nevertheless pursued their studies seriously and vigorously. In my first delight I even saw in them something approaching the type of "the ideal woman," who combines in the most natural harmony mental training and brilliancy with her womanly nature and her outward grace and charm.

While I was pondering on such pleasant discoveries and speculations, I finished the circle around the campus and climbed the steps to my room, my imagination still filled with pictures, conversations, and accomplishments under these wonderful conditions.

I was brought back to my actual situation, however, by the thought of other assignments for the next day. I settled down after dinner and began, with the feeling of "doing my duty" to read the required chapters for history. Soon I became absorbed in the book, and, with taking notes and re



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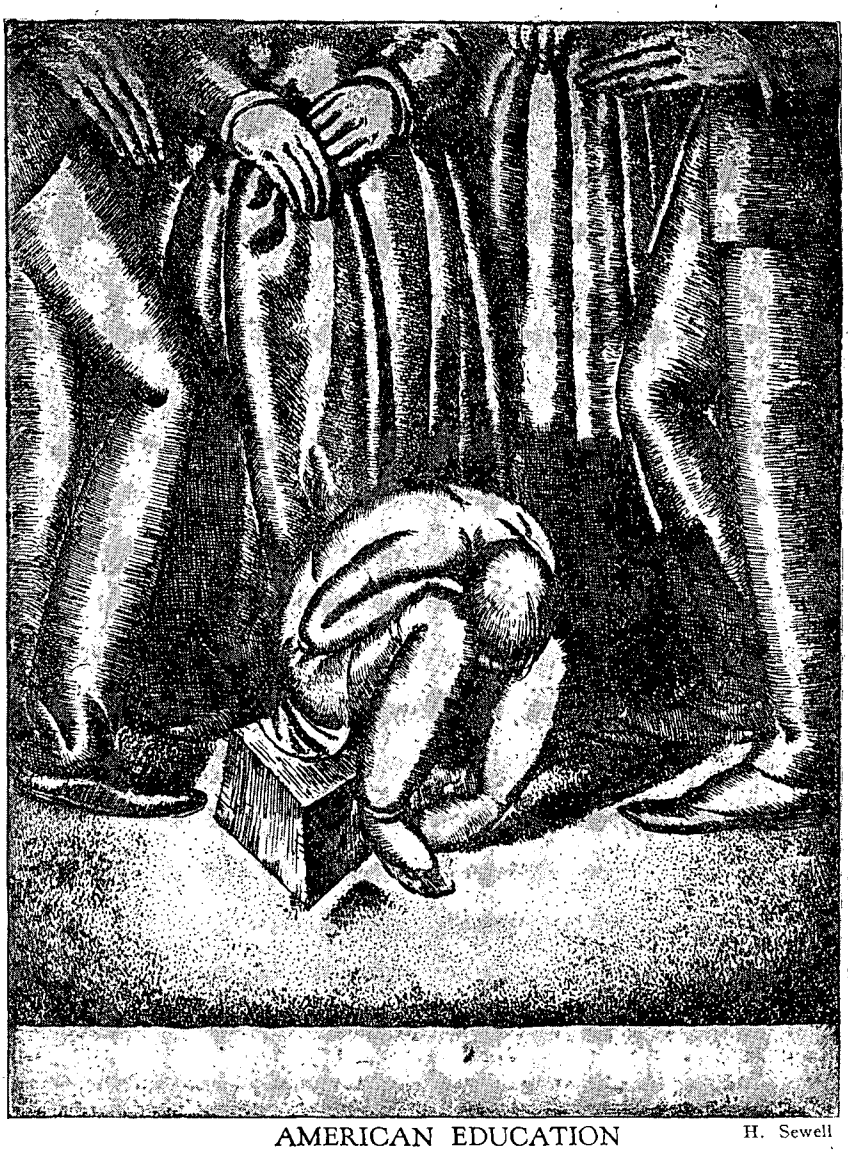
reading doubtful passages, the time passed quickly, so that the shrill sound of the ten o'clock "lights-out" bell interrupted me rather unexpectedly. I had heard vaguely that the schedule requires students to spend two hours on each assignment. But thinking such mechanical divisions too tyrannical to be believed, I had ignored the warning. Now I realized that the day was actually over and I found myself in a very painful situation. I had not yet prepared the American literature assignment. I should have to apologize like a little school-baby, although before my own conscience I was highly satisfied with the results of the day. I felt I had made the best possible use of my time and opportunity, and yet here was a situation I must meet. I should have to compose an apology: "I—I could not finish the assignment, I am not yet familiar with arranging study hours—but next time —" and so on. With my pledge to adhere to preparation regulations hereafter, the teacher, I thought, would certainly pardon me. But it was humiliating; and for the first time I felt the pressure of a machine outside of myself which here in the "country of liberty" claimed a right to regulate even that part in my life which I had always considered my most private business. My greatest treasure, my individuality, was to be hampered. I now realized that step by step, I should be guided or pushed as the situation developed. But finally at the end of my mental protests, I grimly resolved to try the situation, at least as an "experiment."

The next morning I made the inevitable apology. It was indulgently accepted, together with my promise to do better next time.

The afternoon, however, proved to be just as short as the previous afternoon. I set out upon the assignment for English, the writing of a theme, a task which perhaps would have been simple enough in my native tongue, but in an alien language was a burden which took much thought and energy. When I had finished, tired out, I longed for my relaxing promenade. But, warned by the disagreeable experience, I did not dare to take the walk which had so helped in the readjustment of my inner harmony. I read very rapidly sixty pages on the Elizabethan theater and the conditions of Shakespeare's London, and passed immediately to the history assignment. But after the first ten pages the "lights-out" bell again put an end to my good intention of getting everything done. Now I had to apologize in history. The next day the same tragedy happened and I apologized in economics. And so, in turns, I apologized around the circle of my six courses until I was pledged in every class "to do better next time." Now my honor was at stake. I simply *had* to have my assigned work ready on time.

So I finally learned to follow the line of least resistance and to divide my day in those tyrannical little units in order to get everything done in its proper time, although now I was not at all satisfied with the results of any of my studying. I learned to read the assignments at top speed whether the thought was perfectly clear to me or not. I learned to shut the book promptly after two hours' work and dismiss the subject from my mind no matter whether I came across some interesting points over which, under normal conditions, I should have liked to ponder long. The pressure of the next assignment pushed me on. Speed, speed, speed was the word. Hurry up with your economics chapter, or you will not get through with your theme! Make haste with your theme, or you cannot finish the Shakespeare play for tomorrow! When I had hardly swallowed, not digested, one mass of material, another mountain of facts was presented to be swallowed after it. I could now manage to read forty pages for this, fifty pages for that and a Shakespeare play for one day in addition to my class recitations; I could write a theme and make a history report and study the life and works of Cotton Mather for the next day. But I had to give up every attempt really to assimilate what I read. There was no time left for "taking walks and thinking things over." It was a desperate cramming of facts in a compulsory piece-meal fashion which paralyzed all the interest and satisfaction that could have come out of the same work under individual initiative and under more continuous, deliberate, and intensive study.

There came, however, one opportunity for this more individual and thoughtful study: the "papers." I anticipated a kind of work after my own heart. I was happy to be al-



AMERICAN EDUCATION H. Sewell

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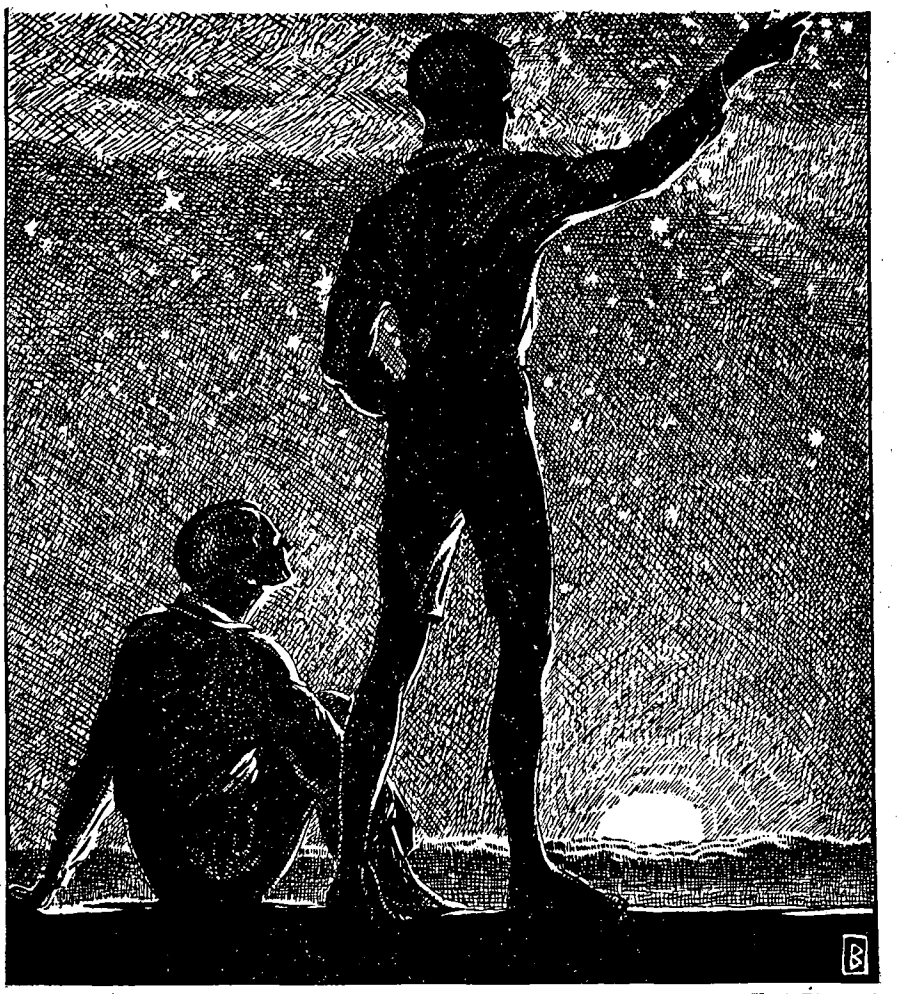
lowed to choose a subject according to my own interest and to be free in the composition. With the joy that every independent work gives, I began eagerly considering the different sides and possibilities of the subject I had selected.

My first paper was on Shakespeare's Style of Writing During the First Ten Years. I had to include Shakespeare's diction, meter, art of plotting and of characterization in at least a half dozen plays. Every free minute in my daily tread-mill I reviewed the plays, reading criticism and formulating my own ideas about principles of style in general and Shakespeare's characteristics in particular, drafting the general plan and turning over this and that point in my mind. Fresh ideas constantly presented themselves and while I was examining them one problem followed another for solution. I greatly enjoyed my findings and was eager to write. I chose one free week-end to start the great creation. After each sentence I stopped, criticizing and doubting, modifying constantly. This statement did not seem to be logical, that point needed more explanation. Thus the time passed unnoticed and when the introduction was finished I was very much pleased with what I had worked out; but I now realized that I could not go on with this method. I thought of the history and the American literature papers, with only the week-ends free: I calculated that this meant one paper every week-end during the term. But as I had started I should have needed at least one whole free week for each, so it was clear that I had to clip my wings. I dropped the more subtle problems that had fascinated me and wrote down what came first into my mind, without much scrutiny, following the authorities I had read, instead of passing judgment myself on every point. I could no longer afford such a "waste of time." The other papers demanded their share and the day had only twenty-four hours. The "light-cut privilege" including the "specials" was already used to the full extent; even rest over the week-end had become a futile hope.

I manufactured my papers, triumphantly watching the increasing output in pages. At first the average time for each page had been about one hour. Then I succeeded in finishing two pages an hour. Finally the average output rose to four. That was "efficiency," the great word! I had become a good machine. By a simplifying device I had increased my productivity four-fold. I could be proud of my progress.

But it cost much suffering before I achieved this adaptation to the American college. Sometimes my indignation against such servitude under the unyielding machinery became so pronounced that I felt myself able to stir up a general revolution against this system of "mental slavery," so to speak. I, the alien, was not alone pushed from day to day without any allowance for private thought. My fellow students worked in the same tread-mill. Most of them were a little younger than I, from eighteen to twenty-two. I remembered that just at that age, I had demanded most vigorously to be left alone, in order to settle my own problems and to struggle for a philosophy of my own, doubting every well-established creed and convention in order to see where I stood, and impatient against any external authority. I shuddered with the idea of how poor and unhappy I should have been, at that period, if I had had no leisure when I was trying to fight out one of my individual questions. I looked over what I regarded as my most precious inner possessions and found that most of them I had acquired in my "extra curricular" speculations and activities, my "idle hours." How could an American college student ever find herself in the breathless routine of her school work, under constant and strict guidance in her most critical years?



Karl Blossfeld

YOUTH SET FREE

I often hear one teacher or another criticize the students for "not being able to think for themselves." How can they, I protested by myself, if they are never allowed to try their own wings! The distribution of native intelligence above and below the average can not be very different from that on the other side of the ocean. It is only the use they make of it that could be responsible for the difference I felt. Instead of letting each student develop according to his interest and ability, the American system, I theorized, tries hard to push even the lazy and indifferent up to a certain standard, but at the expense of the able who could have developed their individual ability much better in an atmosphere of freedom and independence, whereas now they are kept down to the level of the general average. (*Continued on page* 490)

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# Education by the Current Event

By JANE ADDAMS

LIFE has a curious trick of suddenly regarding as a living moral issue, vital and unappeasable, some old, outworn theme which has been kicked about for years as mere controversial material. The newly moralized issue, almost as if by accident, suddenly takes fire and sets whole communities in a blaze, lighting up human relationships and public duty with new meaning, and abruptly transforming abstract social idealism into violent political demands, entangling itself with the widest human aspiration.

When that blaze actually starts, when the theme is heated, molten as it were with human passion and desire, the settlement can best use it in its unending effort to make culture and "the issue of things" go together. From time to time during the last twenty years, when such a blaze did start it seemed for the moment that the peculiar aspect of the world which makes each age what it is—the summary of its experience, knowledge and affections, in which are found the very roots of its social existence—were fused into a glowing whole. At such a moment it seemed possible to educate the entire community with a wonderful unification of effort, and if the community had been able to command open discussion and a full expression of honest opinion, the educational opportunity would have been incomparable.

As an example of sudden interest, resulting in widespread education upon a given theme, the trial at Dayton, Tennessee, upon the general subject of the theory of evolution, forms a striking example.

Perhaps it was because I had been in England the summer after the trial and had been so often challenged as to our situation in contrast to theirs, when Huxley and Dean Wace —presided over by Bishop Wilberforce—had publicly discussed the so-called conflict between science and religion in an atmosphere of scholarly tolerance. I had tried to point out that the United States could doubtless at any moment stage a debate between a polished churchman and a kindly scientist, but that such a debate would leave the situation very much where it was before; that what made the Tennessee incident so significant was the fact that legislative action had been taken against the teaching of the theory of evolution in tax-supported schools, by people who had a chance to express their actual desires through their governmental representatives. I was quite sure that Englishmen could be found in remote quarters of the British Isles who believed exactly what these Tennessee mountaineers believed in regard to the acts of creation; thousands of them had received their education, as had these Americans, through those who had expounded the "Book" as a sole and abiding authority. Such men in England were as totally untouched y scholarly debates as were the Tennessee mountaineers; there was this difference, however, that the latter found self-expression through the processes of local government and eagerly determined what their children should be taught pon the subject that they regarded as the most important in the world.

During the trial the situation was so sharply defined that it brought before the entire country a public discussion of fundamentalism versus evolution. That such a situation arose was in one sense a demonstration of our democratic purpose, which is, after all, an attempt at self-expression for each man. Democracy believes that the man at the bottom may realize his aim only through an unfolding of his own being, and that he must have an efficacious share in the regulation of his own life. While there was no doubt that the final decision concerning the Tennessee trial voiced public opinion on the side of liberality both in politics and religion, the group of so-called narrow-minded men had made their own contribution to our national education. In the first place, they had asserted the actuality of religion. It is always difficult to convince youth that reality reaches upward as well as outward, and that the higher planes of life contain anything but chilly sentiments. The educator dealing with religious topics often finds that young people receive his statements with polite attention, but when it comes to action that they who are fretting with impatience to throw themselves into the stream of life and to become a part of its fast flowing current, carefully imitate the really desirable world inhabited by successful men of affairs. But suddenly there came from a group of remote mountaineers a demonstration of a vivid and sustained interest in matters of religion, resulting in a sharp clash of doctrine between themselves and thousands of our fellow citizens, who all hung upon the issues of the trial with avid interest.

IT was at times almost comic to hear the "hard-boiled" city youth in his bewilderment talk about the situation. In the first place, modern economics had taught him—or he thought that it had—that a man was abjectly dependent upon the material world about him and must succumb to the iron clamp which industry imposes upon life; moreover, the youth himself gravely asserted that man's very freedom, morality and progress is determined by the material conditions which surround him and they had bodily taken over this theory into ethics and philosophy. They quoted those students of the social order who in what they considered the scientific spirit had collected and arranged data to demonstrate the sole reaction of economic forces upon human life. They had for the most part lightly disregarded all teleological considerations, as they had long before renounced the theological explanations of a final cause. And yet many of them were secretly glad of this opportunity for discussion with old Jewish fathers who had never ceased to attest to the life of the spirit and who on their side caught their first glimpse of the same zeal in those sons hotly defending the theory of evolution, which they and their fathers had expended upon religion. These same young men so devoted to economic determinism as a theory of life, had been already somewhat disconcerted by a recent movement in psychiatry with the emphasis upon the emotional and subconscious versus the exclusive response to environmental stimuli. But



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if they were startled they were also much interested in this ardent inner life which was apparently to be found among so many different types of people who were everywhere responding to the blaze of interest started in Tennessee.

The repercussions of the trial were the more interesting because the incident brought into the circle of their discussion a large number of people who had hitherto been quite outside their zone of interest. These remote farmers were isolated, save on the occasional Sundays when a circuit rider came to preach, by their discouraging occupation of extracting a living from a rock-bound soil. Nothing could have been further from the experiences and mental processes of the intelligentsia of a cosmopolitan city than these mountaineers, nothing more diverse than the two methods of approach to the time-old question of the origin of man. Only a molten current event could have accomplished a simultaneous discussion upon the same theme by these two bodies of people.

Although these young Chicago intelligentsia I have been describing, lived among colonies of immigrants each one with its own history and conscious religious background, and had moreover naturally been interested in the normative sciences, they had known little about such descendants of early Americans so Anglo-Saxon and "Nordic" in background that they still had remnants of Elizabethan English in their daily speech. It was interesting to hear these young men talk of the effects of isolation whether the group were encompassed by mountains or by the invisible boundaries of a ghetto.

Another instance of discussion speading to thousands of people in the United States was demonstrated when the Labor Party of England first came into power. While the discussions of such international events vary from community to community with local experiences, traditions and problems of human relationship, they have an enormous influence upon the situation as a whole. Many people for the first time get an impression of our own national situation in comparison with the economic situation in other nations and certain words lose their national connotation and more nearly approach international usage. The fact that many European nations had had large political parties of "socialists," that a "Labor" Party had come to office in England, was an education in the use of words current throughout civilization. Perhaps more important still, the man of affairs began to contrast such attempts at political control of industrial situations with the associative business control which has been worked out in the United States.

HULL-HOUSE *by Morris Topchevsky*

THERE had never developed in our American cities, on the surface at any rate, either an adequate economic motive for substantial change deliberately undertaken as a conscious policy, nor the personal elements for a new party to advocate such changes, with sufficient influence materially to modify the situation. This is true in spite of the affection poured out upon Eugene Debs, and in spite of the great respect and admiration commanded by the abilities and character of Norman Thomas. So nearly as I was able to formulate it from the Chicago situation, the United States was making an experiment of its own, largely unconsciously and to a great extent through the empirical education of its business men. It is still trying to develop on the existin political and economic situation in general, an industrial system which will produce through scientific discovery and skilful organization a maximum of general welfare in which the workers shall share. The employers hope to eliminate all avoidable waste of labor, of material, and of processe and to develop to the utmost point the efficiency of personnel and machines. It has further tried to make the workers "contented" by giving them a share in profits and a stak in industry by holding stock, on one hand, and on the other by giving them a voice in the management and a sense of being a cooperating part of the whole organization; creatin such conditions of work of both the physical and immaterial side as would awaken the workingmen's interest and make them more participative in the job; one could also mention the extensive health schemes with their periodic examinations and many other similar undertakings.

This effort to create a complex of industrial and commercial activities that should operate by consent, was a alternative to the strong-arm control by employers or th constant struggle between organized capital and organized labor with the result in some trades of trade-union tyranny, and in others, employers' tyranny, in either case accompanie by conflict and instability. This development of a syste resting on individualism, competition, and private profits has its weakenesses and ugly sides, visible even to those wh accept it in principle, but it appears likely to be the substance of the next chapter in our economic history.

There is nothing in this apparently inconsistent with a concomitant development in the socialization of large economi areas; certain cities will continue to standardize and unif existing public utilities such as the municipalization of a electric system and the federal government will doubtles undertake other large inter-state activities like Boulder Dam. It seems reasonable to look forward to a system i

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which a corps of public agents carrying on business for the benefit of the community, will be surrounded or interpenetrated by privately run economic activities. If the latter can be controlled when specifically dangerous or anti-social, the experiment will be valuable. This condition of things certainly at present tends to provide (a) for various psychological types of human beings and for the very wide varieties of ways in which different persons function best; and (b) for a possibility of progress and change, with comparison and criticism to serve as a solvent for the tendencies to inertia and complacancy of bureaucratic organization.

It would seem obvious that the most important condition for the peaceful and fruitful development of the world would be at the lowest a theory of live and let live, as between countries organized on different economic systems. If the Soviet republics are to foment revolution and unrest in countries where the basis of communism does not exist, and if countries organized by private business are determined to keep Russia outside the comity of nations, it is clear that the two economic systems will never learn much from each other. A mixed type of state with competitive and cooperative elements may have the greatest survival value and prove to be the most serviceful. But the line of demarcation between private business and public business will differ both between countries and in different stages in the same country. It would seem obvious that each country should have a basis of comparison and learn to work out its own opportunities both by the successes and failures of its world neighbors. Of course, it ought to be possible to do this in the spirit of scientific detachment for Russia is now conducting perhaps the largest piece of conscious social laboratory experiment that history records. It looks for the moment, however, as if Russia would evoke such a strong emotional reaction for so long a time that it will still remain the acid test for Americans, and perhaps this is inevitable from the nature of the situation.

IT sometimes seems very curious that the conservatives are always afraid of change and persistently fail to realize that the greatest dangers in the existing state of affairs are those which arise from inadaptability. Many difficulties come from the simple failure of our ideas and conventions, not to mention our prejudices, to keep up with the pace of material change. Our environment moves much faster than we do. If we would keep the world contemporaneous, we must hasten to mould the plastic material of life into our own current image. It is hard to recruit people to render such service from the Right, they come more easily from the Left, and yet it might be possible to persuade the type of man whose abilities are now involved in creating a great business, that there are still larger undertakings which might profitably engage his energies. Perhaps this is already coming to pass through the participation of American business men in the Reparations Commission and in the international banking situation. It is possible that owing to the rapid changes in business administration more than anywhere else, the flow of personal experience comes to pause at nodal points where a man first grows vividly aware of the whole situation as calling for new adjustments. The course of circumstances has outstripped his capacity for those offhand and instinctive responses which up to that moment had kept him unshattered in a world of change.

The tremendous flux of business in relation to one set of

WRITING *by Ernest Fauzio*

inventions was dramatically portrayed at a birthday party to Thomas Edison given in the autumn of 1929 by Henry Ford. As an humble guest, that which seemed to me most significant was the enormous variety of transformations which the inventions, directly or indirectly, had brought about. It was all made the more graphic because Mr. Ford had carefully reproduced the baggage car in which Edison's first boyish experiments were made and from which he and his apparatus had been ejected by an irate conductor. Mr. Ford had also carefully assembled the actual long wooden shop with its entire contents in which Edison had carried forward and consummated the invention of electric light. When the venerable guest carefully repeated the final tests which he had made just fifty years earlier and lifted up the freshly created light in the presence of the President of the United States and other distinguished men, all trained in technological processes, it was as if a veritable play had been staged with the actual miracle reproduced.

I have been accustomed to meet former Hull-House residents in economic congresses and international gatherings but I also found them at Mr. Ford's party. One of them, the president of perhaps the largest electrical concern in the world, reminded me of a conversation I had once held with the head of an electrical factory near Hull-House. The fine old man sitting before the hickory log fire in his office, which was always burning there if the weather offered any possible excuse for it, said to me: "Several of our most promising young men are living at Hull-House and it is a good place for them. Let them see all they can of all kinds of people and of their requirements. It would be the best possible preparation in this business of electricity which is pushing out so rapidly into so many new fields, that unless a manager appreciates the incredible variety of human needs, he will get left behind by someone else who does." How

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much had the varied business concerns represented at Mr. Ford's party depended not only upon a comprehensive type of organization and upon the prompt utilization of new inventions but also upon an understanding of the growth and change implicit in the very stuff with which they were dealing and in its power to evoke as well as to supply expanding human needs! This business adaptability represented by so many men at the Edison birthday party had of course extended into international fields. The most obvious was the manufacturing of European films and the definition of wave lengths designed for international radio use. It was interesting to see the expressions on the faces of the banqueters when the radio message Einstein was sending from Berlin, halted and failed. The faces of the radio men reproduced exactly the expression of a mother with her face turned toward the stage upon which her child falteringly recites a poem—both disappointment and chagrin are there but unable to dim the overbearing maternal affection.

THE Edison birthday party itself was broadcast by every possible device and afforded an illustration of education by the current event indefinitely multiplied in its carrying power by cinemas and radios. Possibly the enormous extension of the use of both of them in the United States, is part of our national reaction to the educational process which proceeds from things as they are.

A very striking example of business economics spreading out internationally was afforded by the host at the Edison party. It was perhaps another example of Ford adaptability that he was even then arranging for a report upon the purchasing power of the wages paid by his plant in Ireland that he might compare them with the wages in Detroit. Some of us believed that when he should undertake the still more difficult problem of stabilization of business that unemployment should be reduced to a minimum and the unemployed cared for through insurance, that he would learn still further of the world wide interdependence of industry.

Another instance of education through the discussion of current social developments, took place on the problem of race relations when the industrial needs of wartime and the immigration restriction following the war, resulted in a great increase of the Negroes in the urban populations throughout the country. This was brought to a head in Chicago as in many other places by the question of housing, when real estate values became confused as always with the subject of segregation. Whatever may be the practical solution, it is still true that a complete segregation of the Negro in definite parts of the city, tends in itself to put him outside the immediate action of that imperceptible but powerful social control which influences the rest of the population. Those inherited resources of civilization which are embodied in custom and kindly intercourse, make more for social restraint than does legal enactment itself.

One could easily illustrate this lack of inherited control by comparing the experience of a group of colored girls with those of a group representing the daughters of Italian immigrants or of any other South European peoples. The Italian girls very much enjoy the novelty of factory work, the opportunity to earn money and to dress as Americans do, but only very gradually do they obtain freedom in the direction of their own social affairs. Italian fathers consider it a point of honor that their daughters shall not be alone upon the street after dark, and only slowly modify their social traditions. The fathers of colored girls, on the other hand, are quite without those traditions, and fail to give their daughters the resulting protection. If colored girls yield more easily to the temptations of a city than the Italian girls do, who shall say how far the lack of social restraint is responsible for it? The Italian parents represent the social traditions which have been worked out during centuries, and although such customs often become a deterrent to progress through the very bigotry of their adherents, nevertheless it is largely through a modification of these customs and manners that alien groups are assimilated into American life. The civilizations in Africa are even older than those in Italy and of course tribal life everywhere has its own traditions and taboos which control the relations between the sexes and between parents and children. But of course these were broken up during the period of chattel slavery, for very seldom were family ties permitted to stand in the way of profitable slave sales. It was inevitable that the traditions were lost and that customs had to be built up anew. It gives an American community less justification for withholding from a colony of colored people those restraints and customs which can only be communicated through social understanding. Another result of race antagonism is the readiness to irritation which inevitably results when one race is forced to demand as a right from the other, those things which should be accorded as a courtesy. Every chance meeting between representatives of the two races is therefore easily characterized either by insolence or arrogance. To the friction of city life and the complications of modern intercourse is added this primitive race animosity.

In the midst of this *real politik* discussion, there came to Chicago a distinguished Negro singer, various plays concerning colored people which portrayed something of that inner life upon which the kinship of races is founded and the race relations committee of the Chicago Woman's Club arranged for a week of exhibits at the Art Institute for recitals and lectures by well known artists, poets, and scholars. We have no exact knowledge of what has been and is being lost by the denial of free expression on the part of the Negro; it is difficult even to estimate it. One can easily suggest the sense of humor, unique and spontaneous, so different from the wit of the Yankee, or the inimitable story telling prized in the South; the natural use of rhythm and onomatopoeia which is now so often travestied in a grotesque use of long words; the use of varied colors which makes it natural perhaps that the only scientific study of the use of common clay as coloring material in the building of simple houses which has been made in America should have been done by a Negro so that we may hope some day to rival the pinks, yellows and blues of those European houses which afford the traveler perpetual joy.

THERE is one exception to this lack of recognition, in the admiration of those melodies which we have learned to call the only American folk-songs and which have become the basis of the Negro's contribution to American music. Perhaps because an oppressed people have always been sustained by their dreams, the spirituals became the escorts of their failing spirits. It may be that the wish-fulfilment was too slowly transferred to actual life, but certainly an ever-increasing respect is coming from the Negro's own achievements in the arts. Their plays afford a wonderful example of self-expression. They have (*Continued on page* 496)

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# The New Education in Old France

By FRANCES H. PATTERSON

BAR-SUR-LOUP is perched high in the Maritime Alps above Grasse. It is a tiny village, remote and very old, but from it has gone out an impulse that has quickened more than a hundred schools in different parts of France, and also schools in Belgium, Switzerland, and Spain.

The change began in the Boys' School, where M. Celestin Freinet is master of the primary and elementary classes. The schoolroom on the ground floor of the Hôtel de Ville is large, but the old fashioned benches have been used by generations of children, and are scarred and scratched, the walls need repair, and the red tile floor is uncomfortably cold in winter. In spite of all this, the school is a cheerful place, for the formality of the usual French classroom is lacking, and the personality of the schoolmaster is reflected in the freedom and happiness of the children. Despite the limitations imposed by the French educational program, M. Freinet has made a classroom printing project a means to new school procedure and spirit, without sacrificing prescribed subject matter.

HISTOIRE
D'UN PETIT GARCON
DANS LA MONTAGNE
Justin est content.
Il part demain à l'ORIOL.
Il y restera tout l'été.
Là-haut, il y a son chalet avec celui de Jeanne, de Félicie d'Augustine
Là-haut on s'amuse toute la journée.

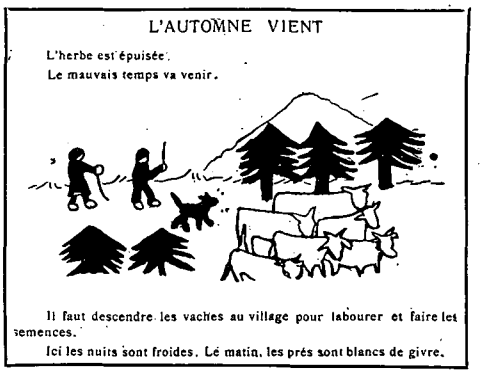
The project includes all M. Freinet's pupils, about thirty-five boys from five to ten years of age. The small printing outfit was procured and the experiment inaugurated in the fall of 1924.

Schoolroom printing is now a fixed part of every day's schedule in the school of Bar-sur-Loup. The equipment is set up in one corner of the room, with a press of such simple construction that each child can print his own copy clearly and neatly. The story which is to be printed is written on the blackboard, the younger children dictating to the master and receiving corrections from him. The children of the older group sometimes use a composition written by one of their number. When the blackboard copy is ready, the letters are counted and a mark made with colored chalk at the end of the group of words allotted to a printed line. Several children are each assigned a line and, composing stick in hand, they set the type. The rest of the children proceed with the other work of the day until the type is set. Then each child takes his slip of paper to the press and prints his own copy of the story. These pages are numbered and kept in a small folder, fastened with clips, so that at the end of the year each pupil has a booklet containing accounts of actual experiences, written and illustrated by himself and his friends. These books are entitled *Livres de Vie* (Books of Life) and a more intimate account of the child-life of the community could not be set down.

Through the efforts of M. Freinet, schoolroom printing has been adopted by more than a hundred schools in different parts of France, as well as in Belgium, Switzerland, and Spain. In August 1927 the first International Congress of Schoolroom Printing was held at Tours, to compare methods and results. A system of exchanging printed matter has been developed, and four large groups of schools exchange their printing twice monthly. A more intimate exchange is carried on between some schools twice weekly, accompanied oftentimes by plants or fruits of the neighborhood. The French Government allows the printed matter to be sent at very little cost, and as the materials used are of an inexpensive kind, the system has been of particular benefit to many small schools, giving them a contact with the outside world that would be otherwise impossible.

Each month a group of from five to ten schools undertakes the responsibility of publishing *La Gerbe* (The Sheaf), a pamphlet containing representative examples of the work being done in printing and illustration. A few copies are sent to each school interested in printing and are sold for one franc each, the funds being used for materials and necessary expense.

Besides the interest and enthusiasm of the children for this innovation in schoolroom procedure, M. Freinet claims definite academic benefits through the participation of the children in the teaching. If a child constructs a word manually for the purpose of printing it, he recognizes the cost of an error, and precision and accuracy are given their true value without outside coercion. Dexterity is developed, and correct grammar and spelling are unconsciously fixed in the child's mind. Finally, what better method could be found for making the geography and customs of their land familiar to these children, many of them in places as isolated and far from the current of events as Bar-sur-Loup?


L'AUTOMNE VIENT
L'herbe est épuisée.
Le mauvais temps va venir.
Il faut descendre les vaches au village pour labourer et faire les semences.
Ici les nuits sont froides. Le matin, les prés sont blancs de givre.



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# Schools in Revolution

By LUCY L. W. WILSON

A BLOODLESS revolution in Chile, half a dozen years ago, inaugurated a remarkable social and educational program still in process of evolution there.

Characteristically, the immediate cause was the post-war deflation of the nitrate industry resulting in the shutting down of many nitrate plants. Not only was there the cessation of the demand for nitrates for explosives, there was also increasingly successful competition for their use in agriculture from war-fostered synthetic products, notably in Germany and Norway. In consequence, the export tax on nitrates, for half a century the major source of Chilean revenues, dropped from about 60 per cent of the national income to about 15. Mines were shut down. For the first time in history, Chile faced the unemployment problem. The *peso* rapidly declined in value. Moreover, there were not enough of them in the national treasury to give even their relatively valueless normal wage to the civil service employes, including teachers, to the army, or to the navy. In this emergency, to the surprise of the Chileans themselves, as well as to the rest of the world, a socialist president was elected. Under his administration very advanced labor laws were enacted. Old age pensions, unemployment insurance, compulsory vacations were legislated into existence and are still the effective law of the land. Kemmerer of Princeton was sent for to help to stabilize their money and to organize a new system of taxation to compensate for the decline in nitrate export taxes. In spite of the personal integrity of the president, graft continued, however. A "strong" government was indicated and finally arrived in the person of the present president, Ibanez. The pendulum still swings. There is endless criticism, but one thing is certain, whether there is or is not freedom of speech or of the press, the new program is at last secure.

Until the post-war crisis, Chile had always been at least well-to-do. The "longitudinal," in which reside four-fifths of her people, is a long fertile central valley with climate and soil resembling California's best. To the south are great forests, extensive pasture lands, and some coal; to the north, rich copper mines. The northern desert, especially since its increase in area through the annexation from Peru and Bolivia, made Chile suddenly rich by giving her practically a monopoly of the nitrate wealth of the world. Very many of the mines, it is true, have been developed and are owned by foreigners, but an export tax on their products made them all contribute equally to the income of the Chilean government.

One of the first uses to which Chile put the sudden addition to her wealth was an extensive development of her facilities for higher education. In this adventure she sought European leadership, especially from Germany. There are still many acclimatized Germans on her faculties, and pre-war German ideals and traditions still animate her universities and her excellent secondary schools.

In two details Chile surpassed her master: the secondary schools were made free; and for more than half a century all university courses have been open to women on the same conditions as to men.

The fact that no tuition was charged in the *liceos* (high schools) did not open them to all the children of all of the people by any means. The duality of the system is still pronounced. *Liceos* and the universities are for the classes; elementary schools, for the masses, with no bridges between. Theoretically, graduation from the six-year elementary school admits to the six year *liceo;* actually, it does nothing of the kind, for until this year (1930) the work of the fifth and sixth grades of the elementary schools did not parallel that of the last two years of the *anexos,* or classes preparatory to the *liceo* and under their direction. Particularly is this true of the foreign language requirement. Children of the *intelligentsia* and the *bourgeoisie,* although they sometimes enter the elementary schools, leave them as soon as they are able to enter a preparatory *anexo,* certainly not later than the fourth year. There are very few private schools in Chile. They are usually mission schools or for foreigners and those who enter them continue in them to the end of the *liceo* years.

Both the *liceo* and the elementary schools are free. Nevertheless, the social gap between them is deep and extends even to their teachers.

THE post-revolution educational program is concerned primarily with the elementary and normal schools. It includes the building of some six hundred new and modern primary schools, in addition to the complete reorganization of the courses of study and of the teaching techniques in the schools for the children and in the schools for the teachers of the children.

Instead of relying exclusively on Germany as in the past, Chile has been sending large numbers of her students and her teachers to the United States as well as to other parts of Europe. In addition, she is trying to bring direct to Chilean teachers—all the teachers of Chile—everything worth while in the "new" education. This is being accomplished by a series of experimental and model schools and classes. These were organized in 1928 and began to function effectively early in 1929.

There are now two types of experimental schools. The one, temporary, is under foreign directors working with Chilean teachers and for Chilean children. The other, permanent, is under the direction of the ablest Chileans available, dominated by the desire to take over any useful educational technique, regardless of its origin, at the same time adapting it to Chilean needs and to Chilean conditions.

The teachers for both types of experimental schools have been selected with great care. Previously, although graduates from the elementary schools might not be able to enter a highschool they could go to a normal school. In consequence, the intellectual and social standards of elementary teachers were generally low. There were exceptions, of course. The first object of the government was to segregate



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is many of these exceptions as possible. Principals and supervisors were asked to recommend superior teachers in their jurisdiction. To each of the four hundred thus selected from all over Chile was given a group intelligence test, our own National Test, translated and adapted. This reduced their number to about two hundred. These were offered the opportunity for a summer of study of modern psychology and modern education. On the basis of the examination results, of personal interview and of the previously obtained I. Q., an eligible list of eighty-six was secured. From this the highest fifty were appointed immediately to positions in the various experimental schools. In these schools, under the direction of advisers from Germany, Belgium, and the United States, they have been practicing and demonstrating the detail and the advantages of the Kerschensteiner, the Decroly, and the Dalton plans, as well as the Vineland methods for children of low mentality.

The experimental schools in Santiago are constantly being visited, under government organization, by large numbers of teachers from all over Chile. For example Valparaiso sent up several hundred teachers for a three-day visit, so planned that there were never more than thirty in a single school at any one time, and yet all the teachers saw everything. In addition, demonstration exhibits and demonstration teachers are being sent to the more distant centers. An excellent interpretation of Decroly ideals and Decroly technique reached some twenty-one different towns during the last two months of 1929. In brief, the world of new educational ideals is being brought to the doorstep of every Chilean teacher.

MORE important than the temporary experimental schools and classes under the direction of foreign advisers, are the permanent experimental schools in charge of the Chileans themselves. Their function is to submit to wider experimentation whatever seems good in foreign educational methods and plans, "to capture gradually those aspects of different systems that can be assimilated into an harmonious whole, responsive to our national necessities." Of course the danger is a resultant meaningless hodge-podge. Those who know the adventurous and wayfaring spirit of Chile, her initiative, her courage, her vigor, feel certain that she will first assimilate creatively whatever she adapts or adopts. No matter how many other systems she may study and appraise, her own schools in their final evolution are bound to reflect and to serve her own national genius. Among the permanent experimental schools are schools and classes for adults, for a rural community, a home school for the homeless, an open-air school for the anaemic and tuberculous, and the city experimental school of Santiago.

The latter is housed in a beautiful and well-planned building large enough to permit at least three parallel classes for each grade of work. The laboratory-like classrooms, like all of the new classrooms in Chile, are well equipped with moveable tables. These are light but strong, about a yard square with an incurve on each side to fit the body, and a full sized shelf underneath for books. All corners are rounded and both tables and chairs are of various heights to fit the needs of the pupils. Only three children sit at a table, lest a fourth cast an undesirable shadow! The walls of the rooms are lined with low, easily accessible, closed-in shelves, definitely adapted to housing comfortably the work of each child, including his tools and teaching material, his drinking cup, towel, soap, and outside clothing. There are special sections for maps, wall pictures, and other unwieldly materials. The workmanship and final form of other furnishings are Chilean, but the original designing was by Dr. Ohms, a post-war German representative of the Kerschensteiner technique in one of the Santiago Normal and Observation schools.

In addition to these laboratory classrooms, there are workshops, an auditorium, a library, a museum, gardens, gymnasiums and a swimming pool together with a paedometric laboratory, a laboratory for vocational guidance, and a statistical bureau in connection with a research department.

IN the same building meets an Experimental Class for Adult Illiterates, one of many in various sections of the city. A very flourishing Society of Little Teachers is attempting to solve the problem in another way. The "little teachers" are young boys who are paid to help liquidate the illiteracy of their parents and neighbors. The little teachers meet with more experienced teachers for direction. In three years illiteracy has been reduced from 60 to about 20 per cent. The fight against it is still continuing. In 1929, for example, there were 550 classes for illiterates; in 1928, only 30.

Compulsory education is now written into the state law, but it has never been and obviously cannot be enforced until the building program is complete. Children enter school at seven. Education until recently even in the first year was entirely formal. Usually at least half the children failed to pass the examination questions issued from the superintendent's office. As a result of this archaic policy children dropped out of school all along the line. Those who persisted were the more interested, the more intelligent. Even these became hopelessly over-age. In the sixth grade in the school of which I had charge, only one child was of normal age. All the others were retarded, a third of them, three or more years. And yet these sixteen-year-olds were almost all of at least average intelligence. Indeed, without a strong desire to learn, some progress, and much courage, they could not have survived to the end.

Elimination all along the line with grave over-ageness is a characteristic of Chilean elementary schools. In the past it was taken for granted as an indication of the impossibility of educating "the common people." Now it is recognized as an indication of poor teaching and false standards. Instead of waiting until better teaching becomes universal, the department of education is actively trying to straighten out the present injustice to those already entangled in the net. After much discussion, it was finally decided that two schools, the City Experimental School for boys and the Dalton school for girls, should do what each found possible to guide its own sixth grade children, already on the eve of leaving, into other schools or into worth-while jobs. The teachers concerned were expected to keep a weather eye on the educational and vocational needs of the other grades as well, reporting all their findings. The Dalton school for girls was particularly well adapted to the experiment for it was already organized into "families," each one a cross section of the school, making each teacher responsible for only a few of the sixth grade children concerned.

The faculty of the Dalton school spent some time discussing the problem and finally decided upon a program which was ultimately carried out: (*Continued on page* 487)

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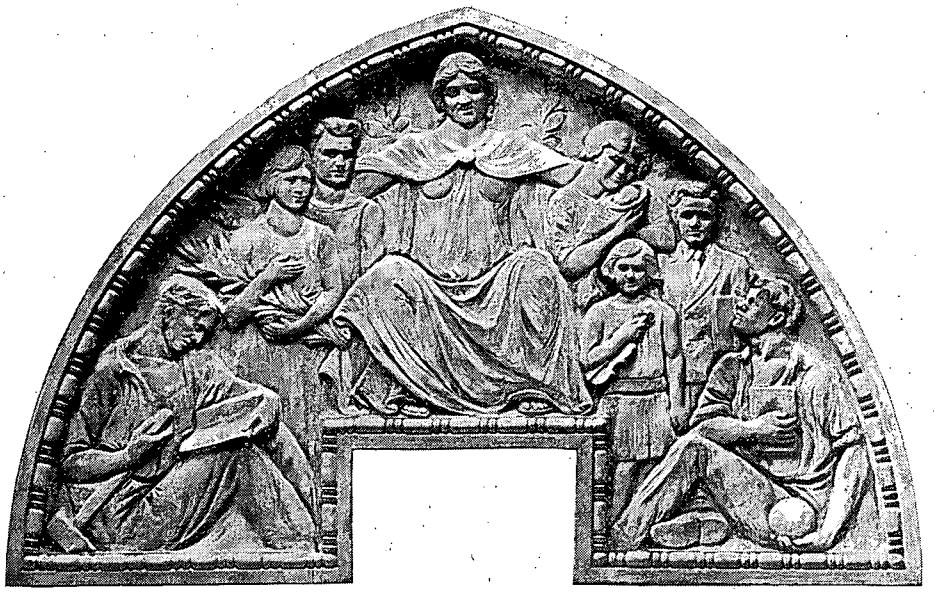

THIRTY-FIVE years of work on the hill that overlooks the point of Pittsburgh was celebrated this year at Irene Kaufmann Settlement, and at the same time there was dedicated the splendid addition to the group of buildings which have been made possible by the generosity of Henry Kaufmann; many years ago an immigrant newcomer to western Pennsylvania, and today the vice-president of the modern department store that bears his name. Former head workers, members of the board who had served in the early days, as well as the new, joined in the celebration under the leadership of Sidney A. Teller, executive director, who has himself been in residence for fourteen years on the hill. A gracious auditorium equipped for the talkies before the talkies are ready for distribution, a superb blue-tiled swimming pool designed and decorated by Joseph Urban, sound-proof music studios, club rooms and locker rooms with the latest wrinkles and devices make this in its equipment and charm, one of the up-to-the-minute recreational centers in the country.

The day after the formal dedication was a day for the neighborhood, and hundreds of men, women and children of three generations who have known the settlement welled up through every corridor and department of the building. Dances that had their origin in the ghettos of central Europe, or for that matter in the hills of Palestine, added pictur esqueness to the throng in the great gymnasium, and wer interspersed with the latest dance steps. This participatio on the part of the neighborhood, and this shift to cultura activities, the needs of leisure as well as the day's work, ar typical of the settlements in this decade. Appropriately enough they found expression in a series of bas-reliefs whic decorate the new Theresa L. Kaufmann auditorium. The are the work of Frank Vittor, who for five years has bee at the head of the settlement's sculpture class, and who dre his models from the men, women and children of the neigh borhood. A central arch interprets the settlement as th mother to the neighborhood; and four rectangular panel portray in turn athletics, the arts, personal service and neigh borhood activities. A figure of the incoming immigrant wit his blanket and valise stands for the past in the neighborhoo epic; the figures of adventuring and creative childhood stan for the future. That future was interpreted by Edgar J Kaufmann, nephew of the donor, in a paper which forecas what rising standards of living and expanding wants shoul mean in a world of change. Mr. Vittor's work is one o the first attempts, if not the first, to visualize the whol new range of settlement activities and interests in sculpture

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# Why Are the Aged Poor?

By SONIA KAY and IRMA RITTENHOUSE

*Drawings by Martin Rosenthal*

THE New York Commission on Old Age Security, appointed by Governor Roosevelt to make a detailed investigation of the problem of the aged, has estimated that in New York State one out of every seven persons over seventy years of age and outside of institutions is "dependent upon others for assistance" and that his or her children are "unable to furnish support in whole or in part." This estimate is conservative; Abraham Epstein, who has devoted his life to the study of the problems of the aged, thinks that about one out of every three Americans over sixty-five is dependent. In any case, even the casual observer is aware that as our span of life has increased, our economic independence has been threatened. The biblical admonition to virtue "that thy days may be long in the land" would seem to contain little promise of happiness for the man who covers the allotted span of years in our times. Why are the aged poor?

We visited 195 persons over sixty years of age, living in Greenwich Village and the lower East Side of New York City, in an effort to find an answer to this question. The stories they told were striking in their similarity. Although personal misfortunes naturally differed, they all seemed to spring from a common root. It seems that American industry has not been providing the unskilled or semi-skilled worker with wages sufficient to carry him and his family through the usual vicissitudes of life such as illness, death, and periods of unemployment, and at the same time leave a surplus for old age, for savings have melted away as swiftly as they were accumulated. Even in the cases where life had run a smooth course, without long illnesses, deaths, and unemployment periods, it was perceived that earnings had not been large enough to insure a "health and decency" income for later life, particularly if that life was long (in one hundred cases the persons interviewed were over seventy).

Seventy-eight per cent of the names and addresses came from the files of the Henry Street Settlement and of Greenwich House, a community center. Twenty per cent we discovered as we walked through the streets or made inquiries of janitors—a simple matter, for the aged poor huddle like rabbits in warrens; they live, visit, and quarrel in small communities of their own. As many as five old people were found living in their own apartments in a ten-family tenement. The remainder of the visits were made at the suggestion of the neighborhood churches. Only 2 per cent of the names were obtained through them, for it was felt that they might make some discrimination in favor of the "deserving poor," and we were attempting to avoid any selection of cases on the basis of virtue, wisdom, or nationality.

The result was that the general characteristics were fairly representative of our population. A promise of complete anonymity was given, and this assurance together with the proverbial eagerness of the lonely old to live their lives over with a sympathetic listener, resulted in a freedom from reserve. Therefore we feel that few, if any facts were concealed. Willingness to talk was encouraged, and about an hour was spent on each visit. About 90 per cent were citizens, and about a half were native Americans, although both neighborhoods hold many of the foreign-born. One hundred and sixty-six out of the total had been married. There were 123 women questioned. The large number of women may be attributed, first, to the fact that women outnumber men in New York City, second, to the fact that we did not visit lodging-houses, which are frequented by men, and third, to the sixty-six widows who were found during the survey. These widows, being of an older generation, were left helpless, without training for work outside their homes, on the deaths of their husbands, and thus seem to be assuming a certain prominence among the aged poor in our era; such a situation is less likely to appear sixty years from now.

These people were members of the working class of America; there were very few who had middle-class occupations or outlooks. Only one had devoted his energies to "lifting the elbow" rather than holding a job, and of the type which presents a special problem—the unemployable—there were two representatives: one feebleminded man and one a cripple from birth, though neither of these persons was wholly unable to work. Except for these three cases, the group impressed us as enterprising and industrious by nature. At their present age they have, of course, all suffered rebuffs in job hunting and if bitterness at the order of things arises anywhere, it is in recalling their rejection as "too old" for the simplest tasks. Old Mr. Adams, who had told with bursts of laughter of his misfortunes (fire, accidents, doctor's bills) because they were so numerous, so hopeless, as to seem humorous even to him, found his eyes filling with indignant tears as he spoke of his attempt to pass for forty and get a watchman's job. Often the people questioned said they could work as well as ever, although they were obviously frail. The number now employed, either irregularly or full time, is eighty-three. Their persistence is notable, for only thirty-seven are able to work full time, and only twenty-three are in really good health, without physical defects. Seventy-four can do light work, either full or part time, and eighty-four are completely unable to work.

THEIR present occupations vary widely, from a religious teacher and a religious statue maker, who are suffering badly from low demand, to scrubwomen and porters, who are prominent in the figures. Yet the incomes are on a consistently low level: the figures cluster under the three-hundred-dollars-a-year mark. Of 121 single cases (not couples), 29 have no regular income at all, 82 receive less than three hundred dollars a year in regular income, and 113 earn less than seven hundred and fifty dollars. Of the couples, 35 in number, 18 receive less than five hundred dollars a year, and 30 have between five hundred and one thousand dollars. There are 4 couples who have no regular income. The highest incomes ranged from one thousand to fifteen hundred dollars and were found in ten cases. Five of these were couples, who in one case are supporting a lame daughter, and in another are living on an annuity bought for them by their children.

Sixty-seven per cent receive less than three hundred



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dollars a year in the single cases, and 60 per cent receive less than five hundred dollars a year among the couples. How can one live in New York on less than one dollar a day? For they do remain in their own homes, and there is a simple answer to the query as to why they do not seek refuge in the public or private "homes." In the public homes conditions are miserable. Assemblyman Bernhardt, who headed the New York Legislative Committee on Public Welfare for three years, has said that his investigations revealed that "when a worthy man or woman gets old, we put them in a poorhouse with imbeciles and diseased inmates, where they work at serving tables, making beds or sweeping floors as long at their tottering legs will hold them up." This situation we found to be common knowledge among the people with whom we talked. The U. S. Bureau of Labor Statistics Bulletin No. 505, shows thirty-five private homes in Manhattan, of which only five have no financial, religious or other qualifications. Inquiry proved that these five homes are overcrowded.

These people who have preserved their homes should not be visualized as sitting in them *à la* Whistler's Mother. Even an old New Yorker would be astonished at the outmoded and filthy tenements to which they cling. The apartments themselves were almost without exception neat and clean, although the halls were dark and filthy. Any advantage in the way of plumbing facilities (running water in the flat, a toilet in the hall or apartment instead of in the yard) has meant a higher rent for them, although this term is relative, for over two thirds of the total pay less than fifteen dollars a month rent, including one religious teacher who lives in an untenanted cellar. Yet to live in these unheated hovels, with the inexorable rent day, means a diet of bread, tea, and potatoes. No butter, milk, meat, vegetables, fruits, or sweets are within the range of income of most of them, and only a few have coffee. One woman had just received a cooked potato, which a child had filched from a garbage can, when we called. Almost no money is spent on garments or clothes, except the necessary purchases of those who work, and the rent is a greater cause for worry than any other factor, for the frequently reiterated phrase was, "We must have a roof over our heads." Incidentals, the bane of budget-makers, present no problem to the aged poor; in their own words, "There ain't none."

## The Irish of It

MRS. C. is a charming old Irish woman. Her husband died thirty years ago and their savings (he was a printer) went to pay the expenses of his illness and funeral and the sickness and death of two of their children. After she was widowed Mrs. C. was in charge of the cleaning of a hospital ward for twenty-three years, for which she received first $40 and later $50 a month, with room and board. She "loved this work," as she says, but six or seven years ago, when she was nearly seventy, she became seriously ill, and her savings were used up in hospital treatment. While she worked in the hospital she had supported her father and her nephews and nieces. Pride and generosity—it was the usual story among the Irish we visited, pride in "paying their way," and generosity toward their relatives. After her illness she could not get her job back. She now has a little candy stand which she pushes through the streets to a corner near a big office building, and supports herself by selling sweets to the office workers. The day we talked with her she had taken in only fifty cents—"Ain't it awful, dearie!" She stuck out her foot, on which she had tied the two halves of a slipper: "Look, I haven't any shoes, but don't you tell that woman in the front of the house!" she shouted, in a voice that must have carried a block or more. For Mrs. C. is stone deaf and partly blind now, too. In fact, her whole family has been cursed with illnesses and long lives, for her daughter is helping her own grandchildren, and there is not a steady job among all her descendants because of ill health caused by poverty.

## Artists' Model

MR. S., who posed for the illustration on page 473, is a native New Yorker. For many years he was a deck hand on Hudson River steamers, and was able to save from his wages of $20 a week. But as he grew older, irregularity of employment devoured his savings; he had to give up the work to which he was accustomed for a watchman's job, twelve hours a night, seven nights a week. After two months he was forced to quit: the hours were too long for a man of his age (he is over seventy-five). Mr. S.'s life has now taken a strange twist: he has become a model. His only source of income, now that his savings are gone, is posing for photographers and artists. His outdoor jobs have given him a fine complexion and his blue eyes are clear and shining. Until he posed for the Survey Graphic picture, he had made just $18 in a year and three months. To this was added a hundred dollars sent him by his niece and brother, both of whom are poor.

THE traditional independence of Americans seems to be a disadvantage to these people whom we questioned. They do not desire, nor do they receive, much regular aid from relatives or friends. There is an old shibboleth with which many of us have tried to soothe our consciences: "The poor help each other." From our observation of the isolation of those who are both poor and aged we feel justified in concluding that they *cannot* help one another. It is true that we found eight cases who were being "helped by friends," but in only two of these cases was the aid extensive. Mrs. O. lives with a young married couple, who both work, and they support her willingly, though it is a painful situation for her. Mrs. L., a former wardrobe mistress who had come upon starvation days, has been taken into the home of a stage-hand. In the other cases, we found that aid from friends took the form of a bowl of oatmeal once in a while, or a bit of clothing, and in each instance the help was fortuitous, for the most destitute are by no means always the ones to whom neighbors turn with assistance.

Aid from relatives, which appears in sixty-eight single cases and twenty-four cases of couples, is also haphazard, for some of the poorest are unable to get help from relatives who are equally poor. Their pride broken by poverty, some have been forced to accept aid from working-class relatives (for their own children have generally been forced into blind alleys of employment and are ill paid), and to turn to organized charity, grudgingly given because there is no possibility of rehabilitation. We often thought that old Mrs. G. or ill Mr. N. would be better off in the homes of their children, but the man's aversion to confinement and a woman's love for things domestic are holding them to their own small homes, where they can feel responsibility in at least one aspect of their seemingly useless lives.

The present attitude of these old New Yorkers seems to indicate that they were by no means of a low and spendthrift type in their working days, nor were they, to any

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large extent, from the ordinary day laborer class. Although it is true that only twelve had had a highschool education, there were only six who were illiterate, all the others having received the equivalent of a common school education. They pursued various fields of endeavor in the past: 4 were professionals (religious teacher, ballet dancer, governess, and religious singer); 23 were small shopkeepers and peddlers or salesmen; 45 were domestic servants (cooks in particular); 11 were factory workers; 32 were skilled or semi-skilled workers (custom shoemaker, typesetter, proof-reader, etc.); 29 were general workers (practical nurse, horse truck-drivers, porters, elevator operators, etc.); and 51 were housewives.

The entire group were in a low income class, not only on account of the large number of unskilled workers, but, as a careful analysis of their wages showed us, because they were all at the lower end of the scale of earnings in their own occupations. It must be considered that the rate of wages over thirty years ago, during their best years, was much lower than the rate for the same occupations today. Even the rise of wages during the war period affected their income to a small degree only, as they were then over fifty, and already heading for the industrial scrap heap.

Actual wages earned in the past were difficult to determine because of irregular employment and changes in rates in a number of cases. The policy of ascertaining the highest wage ever received was adopted, without reference to the length of time it was received, in an effort to discover whether *at any period* earnings had afforded enough for substantial savings. By far the largest number of persons had received wages which, using W. I. King's 1913 index, would provide them, during their best earning period, with a standard of living now obtainable on sixteen hundred and sixty-one dollars a year. Considering that about 85 per cent were married and thus had in earlier years the responsibility for the contributory support of at least one other person, the difficulties of saving a substantial sum become evident.

But in spite of low incomes, savings, small or large, were the rule rather than the exception among these people, although the value of their savings was negated by the drain of incidental expenses and the fact that their earnings were such as to prohibit a recoupment after any large outlay. The type of expenditure which called for savings was not usually calamitous in nature; it was merely the exigency that is woven inextricably into the life of the worker. A careful study of each case, combined with the statements of the individual concerned as to the disposition of his or her savings, has resulted in the following groupings:

Thirty-seven have some savings at present; 2 have investments, 3 are property owners, 9 have some cash intact and 23 are using their money for part of their living expenses.

THE larger of the two investments was about one thousand dollars. Mrs. L., a practical nurse, invested this sum, which was left her by her husband twenty-two years ago, and, with the aid of the interest and her daughters, together with her own work, is still able to live decently, if not comfortably. The other investment yields a small sum to a church worker. The real estate holdings are more of a burden than an aid to the women concerned. Miss P. was induced to buy two lots on the instalment plan by the publishing firm for which she did cleaning. She lost her job with the firm and as she had not paid for the lots completely, cannot sell them. Through the advice of so-called "business men" she has sacrificed an amount that might be enough to help her in her old age. Mrs. C. has two bungalows, bought with the money left at her husband's death, that yield a rental just exactly equal to the tax, consequently her income is in no way affected by this possession. The third case of real estate ownership is that of a widow, who has a cottage in Italy, in which her daughter lives. It adds nothing to her income.

Of the nine who have savings intact at present, there are but three who could depend on them for support for any length of time if they ceased to work. The highest amount is four thousand dollars saved by a baker who has earned eleven dollars a day for some time. Since his sixty-fifth year his earnings have been reduced, since it is almost impossible for even a younger man to work three days a week among the hot ovens, and he is anxiously trying to accumulate five thousand dollars for himself and his wife before the disabilities received from his occupation make working impossible. The two other cases where over a thousand dollars has been saved simply represent steady work and extraordinary good fortune with regard to health on the part of the savers. The remaining six cases of savings still intact represent the accumulations of skilled

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workers and in no case amount to more than a few hundred dollars—not enough to retire on, but enough to be "buried on," according to their own exacting standards.

As for those now living on their savings, wholly or in part, none are on more than a minimum subsistence level. For example: Mr. and Mrs. Q., who are both old New Yorkers, are now living in unheated rooms, with cold water in the public hall and toilet facilities in the yard. He was a porter on the docks nearby until he was forced to stop work three years ago because of an intestinal disease which keeps him in bed most of the time. Q. had earned as much as thirty dollars a week, and though often laid off in slack periods, was able to accumulate about two thousand dollars in a lifetime of work. His wife is a victim of pernicious anemia and hence of a specialist. They have a careful budget and know exactly how much they spend each week, but now have only about a hundred dollars left. They are refined, intelligent and hard-working, with a dread of charity, but they will soon be destitute. Mrs. L. is also "living on her savings." She was born in New York, and her husband, who was a waiter, managed to pay for one thousand dollars' worth of life insurance. During the two decades of her widowhood this sum has been used for emergencies, and forty-three dollars remain. Her fruit-stand brings about five dollars weekly, but this is insufficient for her needs as she supports an aged mother-in-law. A sister sends whatever she can spare, but they rarely have more than twenty-five dollars a month.

Fifty-seven have no savings at present; 32 lost all they had through illnesses and deaths, 16 spent everything they possessed during past unemployment periods, and 9 suffered business losses.

Illness was the chief cause for the loss of savings. The illness of a member of the family frequently depleted the funds, while sickness of the persons questioned forced them to stop working entirely or to accept lower wages. If illness was followed by death, a means of support was at once cut off in many cases, for often the chief breadwinner was the victim. The romantic story of Benito and Pepi has had a tragic end. When Benito was the first violinist of an orchestra, he ran away from a traveling company of Austrian actors and brought their best dancing girl with him to the New World. Seventy years have elapsed since eighteen-year-old Pepi and her husband arrived in New York. For many years their joint income was seventy-five hundred dollars annually, and they were able to accumulate almost twenty thousand dollars. They invested this at six per cent and retired on her fiftieth birthday. The former *prima ballerina* and the orchestra conductor of one of the large variety houses in New York City lived comfortably for about ten years, when a series of serious illnesses completely wiped out their entire fortune and took his life as an additional toll. For twenty-three years a former employer has been sending her a monthly check for fifteen dollars; this is her only income.

Mr. and Mrs. M. told a story less romantic but perhaps more common: he was a custom shoemaker, as were his father and grandfather before him. For a few years he earned nine or ten dollars a week, but machinery soon displaced him and he obtained a janitor's job taking care of three houses for forty-five dollars a month. His wife, who is older than he—she is now eighty-two—went out washing

at seventy-five cents a day, but had to stop about seven years ago because of her age and rheumatism. She does a little work now whenever she can get it. Five years ago a vein broke in M.'s eye, blinding it and severely affecting the sight of the other. He could no longer hold his job and has been unable to get work since. Their savings have gone for doctors' bills, in a hopeless attempt to restore their working strength. Their rent is paid by two roomers, and they live on her small earnings and contributions from a married daughter, who is herself poor.

The fate of "living too long" without working, and irregular employment demolished the savings of sixteen. Fifty years ago, when B. S. was thirty-eight, he came to New York (from his native state of Massachusetts) with his employer, for whom he worked as a machinist in a shoe factory. When the employer died, B. S. was seventy-two. The heirs promptly demoted him and discharged him three years later, after giving him five hundred dollars as a reward for a lifetime of service. At the age of seventy-five he found it impossible to find any kind of work. Thirteen years of unemployment and the fatal illness of his wife succeeded in consuming his very modest savings and also the gift from his former employers. His (*Continued on page* 485)

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*The help given to Germany to feed the hungry and clothe the naked has left a lasting mark in living friendship. There has recently been erected in Berlin by the Deutsche Liga der Freien Wohlfartspflege this tablet, by A. Wollman, inscribed: "Remain thou stone a witness of gratitude for the generous help given to us by the world during the years of our need.* **Foreign Relief 1917-1927."**

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# 'Ware Germany—and China!

By JOHN PALMER GAVIT

THE rest of the world may well watch Germany with anxious eyes during the next few weeks. That new-old country stands at a dividing of the ways between financial and political chaos and a continuation of the hard, slow restoration of basic stability formerly traditional but now menaced by inner discord. It is not too much to say that present conditions threaten the entire structure of the new democracy which has been trying to build itself, against the menace of extreme radicalism, represented by the Communists, inspired and financed by Russia, and die-hard conservatism, represented by the Old Guard of agrarian junkerism and the restorationists of all types.

Just now the nation is under a virtual dictatorship of a peculiar sort, authorized to be sure by the letter of the constitution, but quite outside the contemplation of its spirit. In surprising and unforeseen fashion and occasion, resort has been had to the well-known but hitherto dormant Article 48 of the constitution, Section 2 of which reads as follows:

> The President of the Reich may, if public safety and order be disturbed or seriously endangered, take the measures needed to restore public safety and order, and, if need be, proceed with the assistance of the armed forces.

A wide-open invitation for almost any sort of *coup d'etat* in the hands of an unscrupulous president or a docile one dominated by an unscrupulous chancellor—were it not for Section 3:

> The President of the Reich must promptly inform the Reichstag of all measures taken under Sections 1 and 2 of this Article. If the Reichstag so demands, the measures must be discontinued. (Article 1 provides for the coercion of any state of the federation failing to discharge its constitutional duties.)

These provisions were designed especially in view of the very real danger existing at the outset, of revolutionary attacks upon the new republic; but there was careful guarding of the authority of the parliament. Nobody foresaw their being invoked against that parliament itself.

ON July 18 last, Dr. Herman Bruening, chancellor of the Reich, with the approval of President von Hindenburg, summarily dissolved the Reichstag, for the very reason—no bones at all about it—that it had exercised the powers reserved to it by the Constitution. This at least is what it amounted to. Faced by a deficit in the budget of some fifteen hundreds of millions (dollars) and a great problem of unemployment, and by an existing helter-skelter of political parties unable to agree upon anything, the Bruening government, supported in the last analysis by only a minority in the Reichstag, undertook to force a financial program necessarily involving heavily increased taxation. Similar attempts had brought the resignation of two finance ministers and the wreck of the previous (Müller) government. The program was defeated on July 16 by only fifty-two votes, and at that by a grotesque coalition of the radicals and the extreme conservatives. Forthwith Bruening resorted to Article 48, ostensibly in the interest of "public safety and order," declaring the financial program in effect despite the parliamentary defeat. Whereupon the Reichstag, by the slender margin of fifteen votes, demanded the abrogation of the measures, and the government's answer was to kick them out of the place.

A NEW election is to be held throughout all Germany, September 14, and the country is by the ears. The real issue, lying at the core of the whole situation, is whether the extreme reactionaries—the junkers, that is, the great agricultural landowners; a certain group of the manufacturers, the Fascists, the irreconcilable war-veterans organized in the "Stahlhelms"—can among them elect enough members of the new Reichstag to undermine and eventually undo all the new Germany has accomplished these twelve years past, to re-establish German credit and friendship with the rest of the world. These groups capitalize not only the depressed condition of industry and its consequent unemployment, but the undying resentment of all Germans against the hypothesis of "exclusive war-guilt" upon which is based the entire structure of reparations. They do not like having to pay, but much more deeply do they resent the reason to which they were compelled at bayonet's point to subscribe at Versailles, for their having to pay. This source of exasperation is only the worse now because the debt has been formally certified and commercialized.

A Germany in the hands of such elements would be a real menace. It would envisage something like the old grouping—with Italy, Austria, Hungary, possibly Bulgaria—especially against France. It would immensely shake the world's confidence in Germany's peaceful intentions. It would alter her relations with the League of Nations, undermine the Locarno agreements . . . generally undo the work so painfully wrought during a decade by the moderate elements constituting the real Germany.

FORTUNATELY, that *is* the real Germany. Fortunately, this ten years' arduous experience has built up a national consciousness of democracy. What is going on now is a desperate effort on the part of all the moderates to get together. The situation shows how calamitous was the loss of Stresemann, that golden figure at the head of the People's Party—almost single-handed he could have brought order out of the present chaos.

The weakness seems to me inherent in the theory of proportional representation as it is exemplified in post-war Europe. Any appreciable group can be a "party," and win one or more seats in parliament. There could be a party of red-headed men, or of women owning tailless cats, united upon no other interest or purpose. A clanjamfry of such groups, bribed by trifling concessions, can and frequently does add enough votes to a really formidable minority to constitute an actual majority able to obstruct vitally important programs; even to overthrow a government. The resulting confusion is the opportunity of the radical revolutionists on the one hand, of the dictator on the other.

EITHER of these contingencies would be ruinous in Germany. Communism of any type or color has no natural footing there, and even if the present uproar should give the extreme radicals a temporary political victory, it could not last. Nor, in my judgment, could any sort of dictatorship of the



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Fascist sort. In either case, it would initiate a period of confusion, approximating civil war, in Germany, possibly even a break-up of the federation of states; in any event, the economic and financial results would be disastrous, with repercussions of unforeseeable consequence reaching the remotest corners of civilization.

The presence of Hindenburg at the head of the state offers a kind of guarantee against both extremes. Ultra-conservative though he be, repeatedly he has demonstrated his loyalty to the new order. Even his resort to the extraordinary powers vested in him by the constitution, suggests nothing of that kind of usurpation to which a less devoted patriotism might have tempted him—into the saddle at the head of a royalist Restoration. His attitude was expressed by Chancellor Bruening himself:

"Nothing is further from the thoughts of the parties upon which the present German Government is based than a dictatorial regime. Such would be utterly at variance, in my opinion, with the desires of the German people. . . . But after all, if a country's budget cannot be put through by ordinary parliamentary methods and keeps being postponed while the government and parliament quarrel, the people at home and abroad are bound to ask themselves, 'What kind of a country is that?' "

My own judgment is that before the September elections the moderate forces, representing essential Germany, sane, sober, undoubtedly well-intending toward all the world—however deeply resentful about conditions imposed after her defeat in the international riot to which she contributed so destructively—will have worked out a *modus vivendi,* and that a new parliament and a new government more soundly based politically, will mark the safe passing of the most dangerous crisis that the new Germany has yet had to face.

THE other great conundrum in the world, equally if not more anxiously to be watched, is China. It is all very well to talk as if that vast population could be written off the books of civilization as more or less of a total loss—for the time being anyway—but it is not so simple as that. It is of great importance to the world whether China as a whole should turn, so to say, to Geneva or to Moscow. At the Assembly of the League of Nations this month, one of the momentous questions will be that of the election of China to a seat in the Council. It is more or less taken for granted that Cuba will be succeeded by some other Latin-American state; that Norway will succeed Finland. The Irish Free State expects the seat now occupied by Canada; but if she gets it, it will mean that China does not.

Assuming China's election—who is China? Just now it is difficult to recognize any government with a footing firm enough to speak for the country, or to justify confidence in its future. Nevertheless, China is China, regardless of its formal government at any particular time, and the Chinese people are extremely sensitive to the attitude and behavior of the western world toward them. They are temperamentally uncongenial with communism; it is an abuse of language and fact to attach the word "communist" to the brigandage which now afflicts large areas of China. But an open affront, or what they would so regard, at the hands of the League of Nations, might turn them definitely toward the one nation that has not despised them. The one thing upon which all Chinese unite is a deep-seated hostility to foreign interference in their affairs, to foreign racial contempt for them. Well-informed governments know this; added to their jealousy of each other, it palsies all efforts to "restore order." Those who lightly suggest that "what China needs is an international police-force" little realize what such an enterprise would involve. It might be the catalyst that would precipitate the long-dreaded conflict of East and West. I do not pretend to understand China or the Chinese; but it requires no great degree of comprehension to know that nothing can be done by outsiders. China must work out her own salvation. It may take years, decades, centuries—what is a century in the long, long history of China? Something *might* happen, almost overnight. . . .

In Germany and China—queer juxtaposition that!—the coming weeks may be crucial. The rest of us can only watch and share momentous consequences which we can neither foresee nor forestall.

WE have to play—we do play directly and indirectly, intentionally and unintentionally—a part in these matters, by our own slow inadvertent weaving. Despite the stupidities of our "hundred-per-cent" chauvinism, the brutalities of our behavior toward other peoples in ways too numerous to recount here, we have averaged on the whole as well as any; better than most of our neighbors. Suspicion of those of other tongue, race, color, culture, is not an exclusively American or even human trait, it is indeed biological. I have upon my house two vines which cannot get along together; wherever they intertwine, one eventually kills the other as if with a kind of malice. There are wasps which will welcome to their nests strangers of their own ilk, but kill or drive out others that to the casual eye seem in no way different. It is absurd to charge Americans with any peculiar sort of nationalism. Just now the disease is epidemic all over the world, a normal aftermath of war.

Much of our own former good-natured casualness with regard to naturalization was mere happy-go-lucky carelessness. Anything and everything "got by" because nothing had happened to draw general attention to the quality of the inflow to our citizenship. Now we have an intense problem of unemployment—as indeed has almost every other nation—to make the intrusion of foreign job-hunters a matter of concern to everyone threatened by the competition. We are very far from that utopian state wherein the newcomer will be regarded as a welcome hand to lighten the sum of labor

SLOWLY but on a better footing the spirit of welcome is returning to our process of naturalization. It is still begrudging and clumsy. We have still such absurdities as the Schwimmer and McIntosh cases wherein candidates are required to pledge, regardless of sex, age, or personal compunctions, to bear arms in any hypothetical war yet to be declared. We have still the meticulous pursuit of misplaced commas and other trivial technical blunders in incidental papers having nothing to do with the merits. But on the whole the solemn process of renouncing the old allegiance and assuming the new is gaining in dignity. This is peculiarly so in Delaware, where the example and inspiration of the United States District Judge, Hugh M. Morris, with the cooperation of the Federal Naturalization Service, the State Bureau of Adult Education by its Service Bureau for Foreign-Born People, and intelligent groups of the foreign-born, have brought about a cheering state of affairs. It is to be regretted that Judge Morris has resigned recently from the federal bench. Upon the occasion of his last naturalization court he said to those whom he had just admitted to citizenship:

> Freedom in America has been at some moments abused, at other times undermined and filched away for selfish purposes. But Americans cherishing liberty more than all else, have through the decades watched over the Constitution and the Bill of Rights with vestal vigilance, deeming its defense, its protection, its preservation, the highest duties of American patriotism. Take these men for your example. Like them, remember that prosperity can be only for the free, and that freedom is the sure possession of those alone who have courage to defend it. But it is not enough to raise and keep aloft freedom's holy flag. Above it must be unfurled the banner of universal peace woven with the friendship that must follow as the night the day the closer relations into which your coming has brought my people and your people. . . . I see America, to which you are inevitably bringing a widened horizon and a greater tolerance, marching to a

(*Continued on page* 483)

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# Letters & Life

## In which books, plays and people are discussed

Edited by LEON WHIPPLE

# Books, Idle Books

BOOKS, *by R. L. Duffus. Houghton Mifflin Company. 225 pp. Price $2.00 postpaid of Survey Graphic.*

CAN the American people be made book-minded? To answer this question the Carnegie Corporation set R. L. Duffus to studying "the publication and distribution of serious, non-technical books." The facts he discovered and certain conclusions he reached are in this admirable volume, the most complete and organic picture of how books get to people we have ever had. Of the basic triad, author, distributor, reader, Mr. Duffus centers on the middle factor: he gives us careful, extraordinarily fair, and richly factual analyses of our present book-carriers—the general publisher, the jobber, the mail-order and subscription modes of selling, the much debated book clubs, the bookseller, the reprint and chain systems of recent great liveliness, and the lending and public libraries. The book should be read for its general illumination of our entire cultural nexus, and especially because it presents the not widely known facts, statistical and economic, that must be grasped before we can make a program for betterment. It is startling, for instance, to know that this rich and literate nation consumes two books per capita a year, and exposes its citizens to seven, by sale, library, and borrowing. This means, of course, that millions read no book at all. We are not a book-reading people, though in 1929 we produced 8342 new titles and 1845 new editions, and circulated about 200,000,000 copies. We spend for books at the outside $200,000,000, or one half of one per cent of the national income. For automobile pleasure touring, it is estimated, we spend three billion dollars a year. Why, we actually spend more on greeting cards than we do on books!

Now, if we assume (as Mr. Duffus does) that the reading of good books is a civilizing influence and that we can afford books but do not read, then the urgent question arises: what is the trouble? The answer is dual: either our distribution system fails to let people know about books and to make them easy and cheap to buy; or else, deep in our folk-ways is a startling indifference to books. If no wide "consumer-demand" exists, no amount of self-sacrifice, missionary zeal, or sales brilliance will make people buy. Mr. Duffus faces this incidentally but bravely, but he is not ready to give up the ship. His thesis is:

Courtesy Dodd, Mead & Co.

> The relative unimportance of books in American life is due less to the apathy of the public than to the failure of those who distribute books to devise systems for reaching large numbers of people. . . . This is an under-developed business, an educational factor which has been sadly neglected. . . . There are millions of Americans who actually want books—good books—but who either do not know that they want them or do not know how to use them.

To the better system must be added adult education in reading.

I am not so sure. I have intimations that some popular indifference to bookmen's books may be rooted in a deep and partly wise instinct; indeed, I sense (without proofs) an actual subsidence of interest and faith in books even among the educated and bookish. As our author pertinently declares, there is nothing sacrosanct or final in print as a mode of communication or way of experience. Other times, other modes. The book is permanent, portable, and cheap, but it has limitations. Reading is after all an artificial, sedentary, second-hand, and unsociable procedure. You need training to read fruitfully. Whereas the modern competitors of books both for education and entertainment—travel, sports, the cinema, the radio—may be enjoyed without training and offer an immediacy, objectivity, and variety that perhaps make them more natural forms of enlarging experience and passing leisure. The reader always reads himself. The new ranking may be indicated by the author's side-light: the movie may restore a dead book to life. When Anna Karenina became a picture the novel sold 50,000 copies in a few weeks. Other factors are at work. As living conditions become more bearable and life itself vividly and complexly interesting, we have less need for the literature of consolation and escape. Again letters seem to be proving inadequate for the translation of certain new kinds of emotional and psychological experience. The attacks on grammar and even the vocabulary indicate a dissatisfaction with print and a search for new vehicles of communication. In a sense literacy has undermined literature. When everybody can own and read a book, the position as a mystery or caste symbol is lost. Books have to stand on their own feet, battling with other forms of communication, to be judged simply by their usefulness or inspirational value. But nothing of their real worth will be lost.

To return to Mr. Duffus. He believes there is room for all the present agencies of book distribution and more. "The market is so vast that there need be no destructive competition among them." The book clubs, which he appraises very justly, are not dangerous either in bulk or influence. On the whole they have circulated pretty good books that might have gotten no audience otherwise; and for their own clients they have about doubled the per capita average. The importance of taste and independence in their selecting boards is noted; and some pointed criticism directed at their sales methods, claims, and appeals. Their snob ballyhoo is not a sound way of spreading the gospel. But here as elsewhere, Mr. Duffus holds that any-



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thing that makes people read books is a good thing for if they are exposed to reading they may become book-minded. He quotes the experience of libraries to show that people who begin by reading cheap books for entertainment lift themselves by their own boot-straps to read better things. Books are their own salvation. He welcomes, too, the new spirit of salesmanship and advertising now abroad among all the book agencies. We are creating new ways of exposing people to books on their own terms. On the recent development of lower price-levels (dollar books) he suspends judgment. The economic basis of this movement has yet to be proven sound.

Indeed, he shows that there is nothing sound about any part of book economics. Nobody makes much money out of serious books. The author, rightly declared the base of everything, is in sorry plight unless he goes popular to cash in on various magazine, movie, and syndicate by-products. "America is not encouraging the writing of books, especially serious books." The sale of 1500 copies at $2.50 brings the author $325; of 15,000 copies the return is $5156.25. But it is estimated only 175 books each year sell 15,000 or more. One good book means a year of the author's life at less than a dollar a day—or for the distinguished and successful the moderate income of $5000. Nor can the publisher afford much larger royalties for he himself works on profit margins narrowed to pennies; and many excellent books leave him in the red. The bookseller cannot split his average discount of 40 per cent with either for he can scarcely make a living out of sales as it is. We have a pyramid of precarious gambling.

This seems the nub of the study: for we cannot distribute good books unless we first have good books written by authors who have at least a chance of bread and butter from their labors. The new devices do not seem calculated to help the author; the book club pares his royalty, the lending library cuts his sales, the chain outlets and low price levels do not help him. Even the large spread of new titles per annum count against him by increasing competition. It is small wonder that the author asking self-preservation is tempted to make his book as popular as possible, for here as everywhere mass production is the source of increased returns. The publisher's profit, too, increases amazingly as he steps his edition up from 3000 to 15,000; and of course the best seller is the bookdealer's dear delight.

One counterbalance to this trend is the notion of making serious books an actual part of education, and returning their publication to the educational institutions where it largely originated, to wit, the University and the Church. Scholarship may retire from the market place to the cloisters again and if it sacrifices money may gain in freedom and disinterested truth-seeking on its own terms. But it may also lose touch with the people unless we can breed a race of scholars who understand that a book is a vehicle of communication as well as of self-expression. The growth, vigor, and efficiency of the university presses in late years is a sign of something. They have cut down their output of dull doctors' theses and gone in for the publication of books of wider appeal. Without suggestion of comparison, I may note the admirable work by the Universities of Chicago, Yale, Harvard, North Carolina in publishing. The endowed university press, with its overhead charged to education, not authors, with the use of both faculty and students in the editing and even in the printing of books, with joint lists and salesmen and even bookstores, may offer one outlet. Mr. Duffus does not consider these institutions, partly I suppose because there is under way elsewhere a study of this field, more perhaps because he does not think they offer the instrument for a wide spread of books among the popular audience that is his first concern.

This volume is full of fascination, rich with information that cannot be digested here. You will learn of the very business-like function of the book jobber or wholesaler; you will see the rise of far-reaching methods of distribution such as the news company, the chain stores, and the reprint houses; you will meet the old-time "book agent" in his new guise as salesman for subscription books. There is food for thought in every page—say, in the suggestion that the two people who really decide what we shall read by chosing the manuscript, or persuading the book-seller to stock certain titles, are first, the publisher's reader, and second, the traveling salesman who interprets the books to retailers. You will conclude, I think, that the-spots-to-watch-at-the-moment-are—the reprint system, the lending library, and the national mass outlets of which the news company is typical. You will also, I hope, come to cherish the old bookseller of tradition who is menaced by new modes but who cannot be spared.

On the whole, the study breeds optimism. The author concludes that the level of taste is rising, and that good and serious books have a wider sale than they had at the beginning of the century. Even fiction is viewed more realistically and intellectually. But again on the whole we have failed to make reading interesting to large numbers of adults. They are afraid of reading and dislike it; they read slowly, with tension, and are soon fatigued. The schools have not trained them to enjoy reading; and even the language and typography of books are not studied to overcome their distaste. The challenge is to educators to make readers, and authors to make books they will want to read. Even then the people may choose the movies. Books may not be a folk-way of the chauffeur civilization.

LEON WHIPPLE

## A Man Unafraid

EUGENE V. DEBS, *A Man Unafraid, by McAlister Coleman. Greenberg. 345 pp. Price $3.50 postpaid of Survey Graphic.*

TO catch the public heart, opponents of the established order should be passionate, selfless, and not too scientific as to program. (The effectiveness of this type which is sometimes called "idealist," is another matter.) These qualities Eugene Debs possessed, and for forty years he was respected and particularly beloved in New York, in the railroad camps of the West, and in Middle Western towns which today shudder at the thought of socialism. McAlister Coleman's story of Debs is interwoven with that of American democratic movements from the early days of the railroad unions and the Knights of Labor, to the splintering off from the Socialist Party of numerous sects of Communists, which so distressed Debs: "About the time we get in shape to do something, we have to split up and waste our energy in factional strife. We preach unity everlastingly, but we ourselves keep splitting apart."

Socialism with Debs was less an economic philosophy than a faith in the people whom he knew so well—railroad workers, farmers, miners— and their ability and right to own the great instruments with which they labored. He saw the miseries of unemployment, of inadequate wages, and felt vehemently that such things could not continue. Industrial unionism came to him, almost by accident; as the first solution, but unionism, he found, subsided into a "pure and simple" concern with wages and hours. For a man of Debs's temperament, the fight for life must be on a less material plane. The failure of the Pullman strike, sometimes called "The Debs Rebellion," and worse, the failure of the American Federation of Labor to enter it in the interests of workers as a class, convinced him that American unions would not find or even look for the road to democratic well-being. "It was; in the long run, democracy, in conflict with a rather shoddy and decidedly acquisitive lower middle-class philosophy." He chose then to enter the Socialist Labor Party, later the Socialist Party.

There is no evidence of Debs's concern with the methods by which an elaborate industrial system could be directed by "the people." The laying down of planks he left to Berger, Hillquit and the rest who were versed in continental theories; in fact,

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he deliberately avoided meetings on party program. But as a spokesman it was his mission "to bring socialism down to the American earth, and breathe into it a life compounded not of dogmas and doctrines brought from overseas, but of such things as are known to men whose gloves are frozen to coupling pins on wintry prairie nights, whose picks ring against the face of coal five hundred feet below the cornfields."

In the peaceful years before the War, socialism in the United States was a homely, familiar thing that even small town conservatives could discuss without horror. The War made a flaming radical of Debs because he remained the same in a world that seemed to have discarded all tolerance and liberal belief. And to an old man whose life had been based on an emotional faith in the common people, it was bitter to be repudiated by them. Even after the War, it was the great liberal, Wilson, who kept Debs in prison; Harding, who had never had any liberalism to turn sour, who released him.

McAlister Coleman's book follows a conventional biographical pattern, but it is never dull, and out of it the subject emerges with friendly reality, a credible figure of "the old agitator," the burning orator. Debs hardly sums up to the total of a great man, and today the labor hope lies less with such as he than with the union leader who can meet industry on its own ground. Perhaps, however, the labor movement today, without using him as a prototype, needs a stronger infusion of the qualities which Debs embodied. MARJORIE MCFARLAND

## The Jack-Roller

THE JACK-ROLLER, *by Clifford R. Shaw, a Behavior Research Fund Monograph. University of Chicago Press. 205 pp. Price $2.50 postpaid of Survey Graphic.*

THIS story is in reality merely analyzed by Mr. Shaw to illustrate a method of "using the life-history record as a new device of sociological research." It is "Stanley" who tells his own story in his own way of what happened before and after he reached the height of his professional career of delinquency and crime when he became a "jack-roller" on West Madison Street in Chicago.

Stanley's story might easily have been one of a group of five hundred case histories in Boston or Chicago or Los Angeles, compiled by a sociologist, a psychiatrist, a probation officer, a student, from the case records of truant officers, the Detention Home, the Juvenile Court, the Behavior Clinic, and all the reformatory institutions which knew him so well and so long. Then it would have been made up of dates, facts, and interpretations by a "trained worker" of what a little boy really feels and does when he begins a criminal career at the age of six and one half years. The Jack-Roller is the boy's own interpretation and evaluation not only of himself but of his parents, home, community, and of all of us who have built up those institutions which supposedly treat delinquent children "as wise parents would."

This small boy "started down grade" in his own home; as far back as he can remember his life was filled with sorrow and misery because of his step-mother who nagged him, beat him, insulted him, and drove him out. Life in the streets and alleys became fascinating, enticing, and when the Judge sent him home again and again telling him he was "too young to be away, that his parents loved him, and that he must stay with them," Stanley knew better. The Baby Bandhouse (The Juvenile Detention Home) seeming at first a palace, was in reality his first school in delinquent codes and technique. The Parental School was something new and lonely to this small child and here he learned the meaning of institutional discipline and punishment and he "cringed in fear and became revengeful." Soon it was St. Charles, and this before he was ten years old, and there the everlasting silence, the boy captains, sex perversion, the code of the criminal educated Stanley further in his career.

The third time he came out of St. Charles "the lure of the underworld" took him to an even more devastating district, the area of "homeless men" where he found cheap movies, obscene and indecent shows, bums, human wrecks, gunmen, thieves, prostitutes, degenerates. He "felt like a canoe on a storm-swept sea, buffeted here and there, helpless and frail." He acquired the practice of jack-rolling (robbing men who are drunk), was arrested and sentenced to Pontiac, his role now changing from that of juvenile offender to that of an adult criminal. There he "mingled in high society" and learned the code of the adult criminal world. All his wishes, ambitions, and associations now became definitely organized in terms of the profession of crime. When he came out, he was free, but an outcast. He "hit the road," "came back to his pals" and soon went to the "House of Corruption" (Chicago City Prison). The horrors of that prison made Stanley lose all respect for himself. He felt degenerate and inhuman. At the age of eighteen he came forth once more into the community whose police, social agencies, courts, probation and parole departments and correctional and penal institutions had known him since he was six years old.

The turning point came when he found a friend who took him away from the hopeless areas he had lived in and who developed his interest and philosophy of life in keeping with the standards and conventions of society. And it is this friend, Mr. Shaw, who through this book will make all workers with delinquents feel as they have never felt before the force of Stanley's last words. "Society can force children into correctional institutions but it cannot force them to reform. In order to reform a boy you have to change his spirit, not break it, and only sympathetic treatment will do that." JESSIE F. BINFORD
*Director, Juvenile Protective Association of Chicago*

## Hope for China?

MODERN CHINESE CIVILIZATION, *by Dr. A. F. Legendre. Translated from the French by Elsie Martin Jones. Jonathan Cape & Harrison Smith. 295 pp. Price $2.75 postpaid of Survey Graphic.*
THE LEGACY OF SUN YAT SEN: *A History of the Chinese Revolution, by Gustav Amann. Translated from the German by Frederick Philip Grove. Louis Carrier & Co. 302 pp. Price $3.75 postpaid of Survey Graphic.*
THE PACIFIC AREA: *An international survey, by George H. Blakeslee. World Peace Foundation. 224 pp. Price $2.00 postpaid of Survey Graphic.*

LEGENDRE attempts to interpret the Chinese in the light of their social and racial history. He finds them deficient in the elements that make an effective race. Amann sketches the recent revolutionary movement bringing the reader up to the summer of 1928. He sees this movement as a great spiritual awakening led by a man of indomitable faith; a movement temporarily checked but eventually to transform China. Blakeslee gives a concise and accurate summary of China's very recent (especially 1926-29) diplomatic problems and treaty changes, with a brief mention of certain other problems of the Pacific area. This study deals almost entirely with political questions, the Manchurian tangle, tariffs, and extraterritoriality, with very little attempt to interpret the underlying social causes beneath the new demands and attitudes of revolutionary China.

Legendre's book, written by a French missionary physician, who has lived many years in interior China, is abundant in valuable concrete illustrations. To understand the difficulties of China's present transition demands an understanding of her past social structure. But the interpretations of the data are evidently from the pen of a racial determinist convinced of the inferiority of the Chinese stock. He piles up many illustrations from Chinese family life, social organization, economic activities and mental attitudes to show that the race is lacking in creative thought and is equipped with slow and unstable mental reactions. The Chinese are pictured as lethargic, lazy, without forethought, ineffective, lacking in social coherence and sufficient energy to have effective reactions in a dozen important fields of human behavior. The author goes still farther and deprives the Chinese of any considerable credit for their (*Continued on page* 482)

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# Have you *received your copy of "Hitch Hikers?"*

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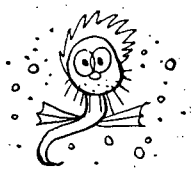



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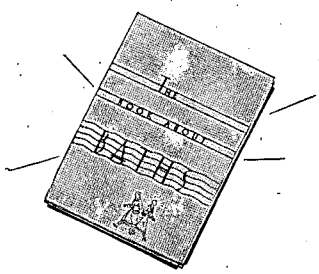
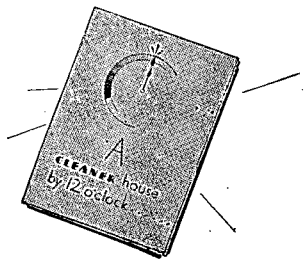
# Have you *received your copy . . of "The Book About Baths?"*



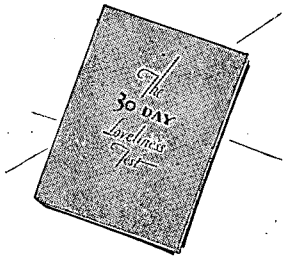

A few days after this informative and interestingly-written booklet was offered the general public through advertising, (August publications) nearly ten thousand requests were received in a single day's mail. *Everyone,* it seems, is interested in the thought that "there's more to baths than keeping clean" . . . that baths are "part of the fine art of up-to-date living."

## . . . *of "A Cleaner House by 12 o'clock?"*




In response to our July advertisement which offered free this book about cleaning, women wrote from all over the country, saying, "I believe your advertisement was meant just for me," "I had to sit right down and write for your booklet," "It seemed like a beacon in a storm."

## . . . . . *of "The 30 Day Loveliness Test?"*




In June, the Cleanliness Institute advertising dealt with the close relationship between cleanliness and loveliness, and it was suggested that what many women had long wanted was *a definite program to follow.*

A total to date of over 60,000 requests for "The Thirty Day Loveliness Test" suggests that quite a few women indeed have been waiting for a beauty booklet just like this one.

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*By teaching the value of cleanliness*

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☐ copies "A Cleaner House by 12 o'clock"
☐ copies "The Thirty Day Loveliness Test"
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City ..... State .....
Position or nature of work.....



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THE NEGRO IN AMERICAN CIVILIZATION

*By* CHARLES S. JOHNSON

"I know enough about the preparation of the book to know that it is a very important contribution to the history of the progress of Negroes in this country. It is probably the most comprehensive book that has been published."—JOHN M. GLENN, *Russell Sage Foundation.* $4.00

INTRODUCTION TO SOCIAL RESEARCH

*By* HOWARD W. ODUM *and* KATHARINE JOCHER

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*By* PITIRIM SOROKIN *and* CARLE C. ZIMMERMAN

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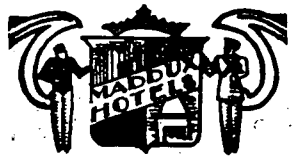


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Double Room with Bath $4.00 to $6.00

*Less by week or month*

(*Continued from page* 479) creative achievement in art, ethics philosophy and invention by attempting to prove that these accomplishments should be credited to the conquering white race that once dominated China. The Chinese race is nothing but a mongrel mixture of two racial groups. While traces of the early whites are found today in Shansi and other parts of China the low mongrel type prevails—hence the decadence of China.

The attempts of modern young China to reform and reorganize this sick old nation are looked upon as highly ridiculous and biologically doomed to failure.

A plea is made to the superior white race to save incompetent China from herself. Moreover rich markets for the surplus products from Europe and America will certainly not be developed unless these superior races come to the aid of China. But alas "the Chinaman tends more and more because of his conceit to refuse help from Europeans." Something must be done! The benevolent West must tutor China and take charge of her or outcast Russia may do so first!

Legendre claims to be an anthropologist—but he certainly has not been distantly affected by the prevailing American school of social anthropologists. Many of his interesting facts are fully explicable in the light of China's cultural history with no necessity of dragging in the theory of biological inferiority. The Chinese peasants' lack of interest in sanitation and lack of admiration for the steam engine (both cited by Legendre) are certainly no sign of biological inferiority, but what one would expect from those living in a prescientific culture. The lack of initiative is inevitable in a nation where no individual exerts authority in the clan until he is a grandfather, and in a country where so large a proportion of the people are undernourished. To answer this we need not resort to a hypothesis of the utter mental incapacity of the Chinese, but study the religion of ancestor worship fostering the desire for sons, and the fact that science and its application originated in the West and are not till now being mastered by China. The conditions Legendre deplores, have their explanation in the cultural history of China, and their solution, in many cases, in the present cultural transformation of China. One, moreover, only needs with Dr. E. A. Ross to compare present day China with medieval prescientific Europe to see how many of the traits Legendre points to were, a little while ago, those of the great Latins and Anglo-Saxons before the scientific method was hit upon by them.

It should not be forgotten also that young China, in Western colleges, in modern factories, in new social surroundings such as Honolulu displays characteristics amazingly like whites in similar surroundings! There is, moreover, no evidence from mental tests that the fundamental thesis of Legendre has any basis, while the comparative achievement of Chinese in our schools place them as the equal of any race in industry and mental capacity.

AFTER reading Legendre, one should pick up the idealized picture of spiritual conquest in new China which Amann presents. Here is no record of passive acceptance of status but of heroic achievement and of almost superhuman faith. This intimate adviser of Sun Yat Sen traces the modern revolutionary movement emphasizing the outstanding moral contribution of Dr. Sun. This leader realized fully the lethargy and moral cowardice of his people, but proposed to lead them into a new life—with especial emphasis on the emancipation of the masses. Intimate pictures are given of the young leaders, for example the brilliant Minister of Finance who doubled the income of the Canton government in one year:

> Step by step T. V. Soong took the collection of revenues of state away from friend and foe alike. His firm and fearless attitude, his transparent aim, his tact and persuasion did fully as much as propaganda for the new spirituality in government. *He risked action.* He became the soul of nationalist China.

Amann gives us a vivid account of this revolutionary movement of the intellectuals and the masses and explains the conditions that led to its collapse when the militarists gained control in 1927.

Perhaps this story idealizes the leaders of this movement perhaps it underestimates the sinister influence of Russia and



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verstates Russia's contribution, perhaps the writer is a little ard on Chang Kai Shek—but we are indebted to him because e has made vivid the new moral enthusiasm and abundant nergy of awakened China. Which is the biggest single pact n the Pacific area today.

Professor Blakeslee has given us an excellent up-to-date and vell documented summary of the recent diplomatic developments in the Orient. He deals authoritatively with the Manhurian tangle, the question of Chinese tariff autonomy, her xtraterritoriality and of recent revisions in China's treaties.

*Princeton-in-Peking* JOHN STEWART BURGESS

## Jungle Music

BLACK GENESIS, *by Samuel Gaillard Stoney and Gertrude Mathews Shelby. Macmillan. 192 pp. Price $3.50 postpaid of Survey Graphic.*

THIS book contains more than enough solid information about Gullah to qualify as a college textbook on the subject, provided, of course, that anyone knows what Gullah is, or cares to discover. But it would be indecent, not to say immoral, to use this book as a textbook; as indecent as to hitch Pegasus to an ashcart. This is poetry in the raw; the ore, so to say, of which folk-song and folk-tale are compounded. Gullah is the oldest, most authentic, least modified Negro dialect in America. It is as different from the dialect used by Octavus Roy Cohen as Walt Whitman is different from Walt Mason. It is jungle music with just enough of the clothing of rudimentary English to make it intelligible to New Yorkers. At that, they will have to turn occasionally to the glossary.

In plain words, this is a book of stories, most of them having to do with Negro legends of Creation. The stories might have been—and probably were—told on Sunday mornings by colored preachers in the Carolina Low Country. They are as naive, as imaginative, and as appealing, as childhood. They remind one of Uncle Remus; but Uncle wasn't as reverent as the preacher who told these tales.

The illustrations by Martha Bensley Bruère are black and white music too. CHARLES STAFFORD BROWN

*Colorado Springs*

### 'WARE GERMANY—AND CHINA!

(*Continued from page* 476)

glorious destiny because of an ever-increasing opportunity and influence, to guide, through kinship and understanding and affection, the feet of the people of every land into the way of peace. You have much to give to America. America has much to give to you. Together we may, if we will, give to the world the balm of fellowship that will silence the war drums forever.

Hifalutin and exuberant, if you will. Nevertheless it does express the essential attitude of our people. And that attitude, clumsily and haltingly expressed sometimes and all the time in some places and by some groups—altogether stultified, is known and believed in abroad. The Chinese realize it, notwithstanding our treatment of them on our own soil. They know that we have not much been party to the general exploiting of them and their resources. The tradition that we have built up will be an asset for us in the long future. We will do well to conserve that tradition with regard to our other and nearer neighbors.

AMONG all the various kinds of endeavors in the interest of good understanding between our people and those of other nations and races coming to join us, I know of none to compare in purpose, spirit, and effectiveness with the Foreign Language Information Service, whose headquarters are at 222 Fourth Avenue, New York. Begun by the government during the war as a measure to conserve and unify the national morale, it has been continued by private contributions—sometimes, as just now, precariously for lack of means. Without patronizing them or spreading propaganda of any questionable kind, it seeks (1) to give to our foreign-born people *through their own newspapers in their own languages* information about the activities of the government as they affect the common life, and other things tending to help them under- (*Continued on page* 485)


MRS. DIOCOS
is learning fast

A FEW years ago, Mrs. Diocos was Greek. Now if you ask her, she says—"I'm American." She wants her Constantine to be a lawyer. And some day, little Helena must teach school. In the meantime, Mrs. Diocos is willing to work hard to give her brood a good, clean home and every chance to climb.

Mrs. Diocos certainly deserves a hand in her efforts to achieve higher standards of living. And one way you can assist her is to suggest Fels-Naptha Soap. Its good golden soap and plentiful naptha, working together, give *extra* help. They loosen even stubborn dirt and get things clean—easier, quicker! Fels-Naptha works splendidly in cool water, too—another advantage for Mrs. Diocos when hot water is limited.

Write Fels & Company, Philadelphia, Pa., for a sample bar, mentioning Survey Graphic.

THE GOLDEN BAR WITH THE CLEAN NAPTHA ODOR

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**Ask for Booklet S—it will be sent postpaid.**

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# Traveler's Notebook


## CALIFORNIA & OREGON RANCHES

Here are two ranch properties, very large and very valuable which are now being offered for sale due to the liquidation of one of California's largest land holding corporations.

One of these properties is located in Oregon. It consists of 49,603.09 acres, located in southeastern Oregon in Grant and Harney Counties adjacent to Burns, Oregon. It has a water right on 28,639.37 acres. There are two sets of home ranch buildings. All of the ranch is especially well watered, and cattle ranch will carry from 15,000 to 25,000 head of cattle the year round; produces 15,000 tons of hay yearly. The price is $894,000 including the improvements. There is a railroad siding on the ranch 1½ miles from the dwellings. The Central Oregon highway runs within 1½ miles of the ranch. Burns, Oregon is 16 miles to the NW. This is one of the finest stock ranches in the west. It may be bought for cash or in 10-year terms with one-fourth cash.

The other ranch consists of approximately 23,785 acres in Central California between Merced and Los Banos. A large portion of it is highly improved. A paved highway runs along the south line, and the San Joaquin River on the east. All of it has an excellent water right yielding an abundance of water. Last year 5,250 acres were in grain, 3,500 acres in cotton and 600 acres in alfalfa. The remaining acreage was used for live stock operations, but is being gradually put into condition for farming. There are many sets of buildings. The price is $3,000,000, either cash or one-fourth cash and terms. For sub-division purposes or operated as a whole it is unexcelled.

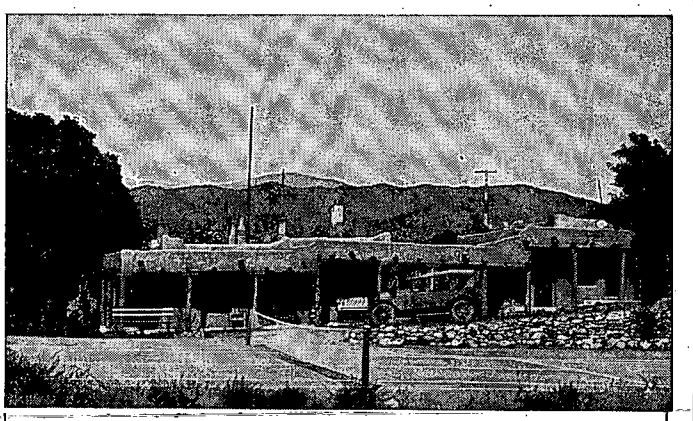
In addition to these large ranches there are numerous smaller places. Correspondence relative to these lands will be promptly answered, and full information, maps, and literature will be sent.

*Address:*

**D. R. HANHART**

**Box R. Madera, Calif.**





## HACIENDA DE LOS CERROS

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## Vacation Suggestions: Austria

AUSTRIA—Vienna—"Gemuetlichkeit"!—To the initiate these are the three passwords to unforgettable scenes an sensations. How can one transmit the atmosphere of Vienn in words? That modern-medieval city where people still hav time to be human. It is like turning from the din of a loud speaker to the soothing naturalness of the human voice.

But let us start from Switzerland or southern Germany an come along, through and up the Tyrol—miles of mountains o a sort to obliterate the tedium of train travel, stifling weathe and even the physical discomfort of a craning neck, or a hea hung out of the window for hours on end! And stop at Inns bruck, capital of the Tyrol, to climb, hike or just lazy round Then to Salzburg, known the world over for its annual Fest spiele, presided over by Max Reinhardt, Franz Schalk an Bruno Walter. The air is filled with play, quite apart fron the fact that some of the performances are held in the open and the lovely Mozarthaus resounds with the strains of th Wiener Pilharmoniker.

From there to Vienna, where your schedule calls for a week and you find yourself sorry to go at the end of three. Of cours shopping, dressmakers and such must have their days—things are noticeably cheaper here; but do leave some for Sonnenbaden (sun bathing), a novel experience for most Americans. There will be excursions to the Prater (the equivalent of Coney Island), Schönbrunn, Baden, Coblenz, Semmering. Evenings of plays and concerts at the Burggarten, and a glimpse of the native night life at Heurigen.

But Austria is not all gayety, levity, merriment. It is the land of musicians and physicians, as aspiring students well know. It is the home of Freud and Adler. It is among the first countries to adventure in municipal housing and trolley transit. It has in its capital city, a tenacious Socialist government. Founded on the slogan of "leben und lieben" (live and love), Austria affords ample contrast to speeded-up America. The Austrian Tourist Information Office, 400 Madison Avenue, New York, will be glad to furnish further details.

## Forthcoming International Events

September

Internat. Congress on Contemporary Art. Venice.
Internat. Congress of Ceramics & Schools for Applied Art. Vienna.
Internat. Congress for Occupational Diseases. Zürich.
1-6—5th Internat. Air Congress. The Hague.
1-14—Women's Olympic Games. Prague.
7-14—12th Internat. Congress of Architects & Exhibition. Budapest.
8-15—1st Internat. Music Festival. Venice.
13-Oct. 14—Annual Internat. Exhibition of Photography by Royal Photography Society. London.
28—Internat. Congress of Critics. Prague.

October

Congress of the Internat. Medical Assn. Geneva.
Internat. Hospital-Congress. Vienna.
2-11—3rd Internat. Congress for Modern Building and Exhibition. Brussels.
2-12—Internat. Inventions Exhibition. London.
6—14th Internat. Red Cross Conference. Brussels.
6-8—10th Congress on Digestion & Assimilation-Diseases. Budapest.
15-22—13th Internat. Congress of Medical Hydrology, Climatology & Geology. Lisbon.
2nd half—7th Conference of the Internat. Federation of Intellectual Unions. Cracow.
23-27—Congress for the investigation of Child-Knowledge. Bratislava.
(For further information address Terramare Office, Wilhelmstrasse 23, Berlin SW 48, Germany.)




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(Continued from page 483) stand life in America; (2) to d them in their problems of naturalization and citizenship; 3) to help the native-born to appreciate and be friendly to- ard their foreign-born neighbors and fellow-citizens. Without eservation I commend this organization to those who would elp to make one people out of our increasingly heterogeneous opulation. Through those to whom this service has become ndispensable, the spirit of it spreads abroad, infecting the whole tmosphere of the world.

## WHY ARE THE AGED POOR?

(Continued from page 473)

ildren are all well advanced in years and are living on the ounty of their own families.

Miss M. is a typical seasonal worker, whose savings vanish regularly recurring periods of unemployment: for many years e has been a felt hat trimmer, but she is laid off during every ow season. Her age makes it difficult for her to join the nion; she is the first to be laid off, and the last to be taken on gain. Her savings have disappeared in these periods, and she alone in the world except for her neighbors, who bring her od when she is not working. Her rent is never fully paid, ut the judge, before whom her landlord once brought her for viction, refused to put her out after hearing about the con- ition of the rooms. She was once a member of a hard-working nd respectable group of brothers and sisters, all of whom st their jobs after years of service and died in penury, enalized by being a long-lived family.

Few of the people interviewed had lost their savings through estruction of their property or bank and business failures, for hey were working people and were never in a position to invest middle-class ventures. Nevertheless, Mr. W. tells the fol- owing story: after working in his small butcher shop for forty- even years he retired with a lifetime's savings of several housand dollars in a bank. The bank failed. One third of the ixty dollars, which his children send him and his wife every onth, is spent for rent. Their health does not permit their vorking and they are still nervous and despondent from their reat loss, for the bank failed only a year or so ago. Their nsurance will pay for their burials.

Sixty-three people had never been able to save; of these 14 were widows, 5 had never worked outside of their homes, 35 ad had a low income throughout their lives, 6 had no definite eason and 4 had other reasons.

The most prominent reason for inability to save was a low ncome throughout life. It seems a serious question whether ur society is providing an adequate return to those who grow ld as unskilled workers and whose wage-earning years pro- ided insufficient funds for voluntary retirement. As they be- ome advanced in years they become a burden to their relatives nd friends, to charitable organizations and to themselves. The resident of the Metropolitan Life Insurance Company says hat "the simplest and cheapest way" to get an income of fifty ollars a month at the age of sixty-five is to set aside "three r four hundred dollars" on the individual's first birthday and llow it to accumulate, or a slightly larger amount spread over period of five or ten years. The parents of many of these eople were unskilled workers; by what conceivable method ould this have been done? Even acknowledging a sad lack of oresight and self-sacrifice on the part of their parents, what ncentive was offered any of the following persons to stint hemselves and their families on their wages so as to begin aving, when they could not have accumulated enough to live n anyway? For Mr. A., a bookkeeper for a large wholesale oncern for over forty years, earned at the best sixty dollars month, and he and his wife were ambitious enough to educate heir son to be a teacher. When the firm went out of business A. was sixty-five and could not secure work in his usual trade, onsequently he began to sell odds and ends to the people in the trade." Illness has made working difficult for him lately, but e and Mrs. A. manage to get along in the poorest possible way s the son sends five dollars each week.

Mr. and Mrs. P. left school at an early age to go to work nd neither has a trade. Both (Continued on page 486)

ALWAYS

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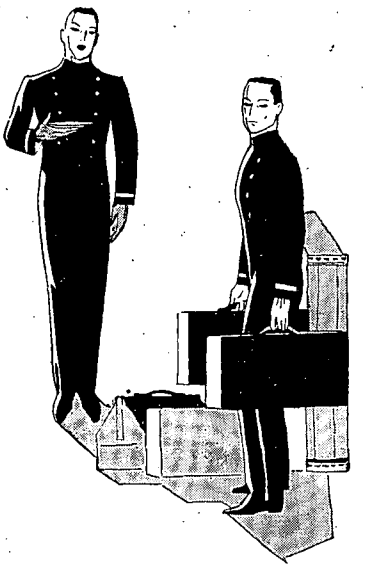
GOOD WILL



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their children died as infant
He has always been a poorly paid porter and cleaner, an
she has done housework, though for ten years she has bee
idle because of bad health and old age.

Under the heading "other reasons" we grouped four case
There is Mr. P., whose wife died of alcoholic poisoning, an
who himself injured a leg while intoxicated and was unable t
continue in his usual occupation as a longshoreman. They spen
all their earnings for liquor. But Mr. M. has lived a sobe
and hardworking life, in the same job for thirty years at twenty
five dollars a week. Their standard of living did not permi
any saving.

There were six cases where we could find no obvious reaso
for the lack of savings. There were two bachelors, for example
who had both been skilled workers—a carpenter and a black
smith—without dependents and with comparatively high wages
yet both are destitute at present. It seems that a lack of reali
zation of what the future would bring has been a cause of thei
poverty. Their type was rare indeed among the people whom
we questioned.

Truly the forces which enter into the determination o
old-age poverty are numerous and complex. It is not inca
pacity or feebleness alone, but sheer inability to meet th
rapidly changing demands of modern machine industry an
to obtain an adequate income in earlier life that causes old-ag
poverty in the majority of cases. In our second Industria
Revolution, experience and skill have lost their former valu
and those who have passed the meridian of life are being re
placed by "young blood." It has been well remarked tha
American industry cannot get along without the semi-skilled
and unskilled worker. He is called upon in periods of ex
pansion and prosperity. This labor must come from the group
represented by our 195 cases. It is a problem that is different
from all others in that it is not an abnormal event but a
normal stage in human life. The advancement of modern
science has aggravated rather than relieved it, for with the
prolongation of the average life has come the longer duration
of old age. The proportion of the aged is on the increase, while
the proportion of the aged in industry is steadily declining. And
how many men and women do you know who are over sixty-
five years of age and who are financially able to retire?

## SCHOOLS AND THE SHIFTING HOME

(*Continued from page* 457)

for developing the child's personality and for socializing the in-
dividual in the interests of the future.

To meet this new responsibility the school itself is under-
going transformation. But in the endeavor to broaden and to
deepen the character of education several obstacles are encoun-
tered. In the first place, the teacher who is an indispensable in-
strument in any educational program is often inadequately pre-
pared both by training and experience to serve in this new ca-
pacity. And the home with whose activities the new education
becomes intimately interrelated suffers from distraction and
lack of direction. Consequently the school's task involves more
than the education of the child. Adult education of a character
that will enable both teachers and parents to generate purposes
and practices appropriate to the new demands of life becomes as
much the aim of the school as does the education of the child.
The goal in mind is a relationship of full understanding and
sympathy between home and school such that these two forces
together can read unity and meaning into the child's life. The
complete working out of such a program involves the establish-
ment of clearing houses of information between school and
home, through personal conference on individual children or
individual school and home problems, and study groups for
teachers and parents under both school and parents' auspices.
These study groups, where possible, should provide open chan-
nels to action.

The content and the methods to be utilized in this program
will vary with the background and preparation and with the
function of those who participate in it. The methods and the
instrumentalities appropriate for teachers are not the methods



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nd the instrumentalities appropriate for parents. The ends of ducation may be the same for all—a better knowledge about nd a more effective ordering of one's life in relation to his ellows—but the means will be peculiar to the status of the hild, the parent, and the teacher. Administrative necessity vill also devise appropriate differentiation in functions as beween parents and teachers; but the school in process of evolution views the child, the teacher, and the parent as actively engaged in a never completed learning process. Adequate school nd home relationships thus presuppose that parents and teachrs are united in a common endeavor to bring to flower in chilren the potentialities of healthy living and to weave a scheme of ital human interrelationships in home and school and commuity that will be consistent with the rich possibilities of coperative living.

## SCHOOLS IN REVOLUTION

(*Continued from page* 467)

irst a survey and report on each of the sixth grade children—xploring their abilities, their attitudes, their ambitions, the amily plans and economic condition, visiting the homes for onfirmation; and second, a survey and report of post-sixth grade educational and vocational opportunities in Santiago. In order to do a better job in the limited time we subdivided ourselves according to preference into two separate committees for the second part of the work, but every teacher took part in the personal survey of the children.

The interest of the teachers in the individual children was intense and intelligent. Relatively few, however, had either the equipment or the desire to explore the opportunities in the city. The initiative of these few became the common property of all n the planning of excursions to schools and business houses for the children that they might see with their own eyes the various possibilities soon to be open to them.

Often at their own suggestion, teaching assignments were altered the better to prepare individual pupils for their coming work. This unconscious but immediate curricular change brought about by the keen interest of children and teachers in their investigations, is a hopeful omen for the future.

Then came the actual placement: one of the best stores in the city would accept our choice of five, provided that they could get them before school closed. Never shall I forget my astonishment one morning to see these children whom I had known only in their dark blue school uniform with brimmed velour hats, transformed into young ladies, dressed in light colored dresses, with cloche hats of the same shade. Accompanied by two of their teachers who had helped to clothe them, they were about to be introduced into a job for which they were fitted and which they needed but else had not secured.

Quite full reports from both schools were sent to the Administration Office. All the Jefes were enthusiastic. It was decided immediately that material so stimulating must be presented to a larger group. A *seminario* was planned with four numbers: a statement of the problem by the director of the city experimental school, followed by papers on educational guidance for girls, educational guidance for boys, and vocational guidance for girls. This was expanded into two meetings to give ample time for discussion. Purposely no notice was sent round to the teachers. The authorities wanted to try out the value of newspaper publicity in securing teacher audiences. Perhaps it was the newspapers, perhaps the subject, perhaps the strong interest of the teachers in whatever concerns their work—at any rate the hall was packed for both meetings, without even standing room. The audience remained to hear the last word. The platform was full of officials, including the Minister of Education, and all were as deeply interested as the rest of us.

The next day the morning newspaper announced a third *seminario* and, the next day, a fourth. Both these latter meetings were well attended and very interesting. What had happened was this: From all over Chile, as well as in Santiago, teachers demanded to be heard, some of them to tell of their experience with these problems, (*Continued on page* 490)


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*on pages 484 and 486 in this issue, travel items which are a bit different, and an Index to the advertisements.*



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Scientific American
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Name .....
Address .....9-1-30

(*Continued from page* 487) and others of the need for an immediate solution. There was, for example, the almost tragic story of a teacher of an adult class of twenty men. They had come to her because they were dissatisfied with their occupations and longed to prepare themselves for something better. "If only they might have had guidance earlier," said she.

The new leaven is at work even in the secondary schools. Indeed what is happening in education generally is only one indication of the deep roots of the Chilean revolution, of the reality of her Renaissance. I have spoken of the fine labor legislation. In addition, a public health program is under way, prison reform has been inaugurated, and the liquor problem is being scientifically studied, not from the standpoint of prohibition, but from the point of view of regulation in order to bring about universal and actual temperance. For example, a definite part of the liquor tax goes to the study of such problems as these: how to cure drunkenness, how best to care for hopeless cases, how effectively to use the grape crop for other purposes, and, above all, how to increase its export.

The actual accomplishments in the revolutionary reorganization of elementary education in Chile are two: first, adequate education for future teachers in four-year normal schools under superior faculties, and now requiring secondary education for admission; and, second, the remarkable program, already described, for the education of the teachers in service, including experimental schools as institutes, and direct observation, holding high the old-new ideals of pupil self-activity, pupil responsibility, together with effective cooperation between pupils, teachers, parents, and the community.

Does it matter much, asks Chile, what we label the means, whether Decroly, Kerschensteiner, Ferriere; whether the Dalton plan or the project method? Their answer, a prognosis is: what we are building are child-centered schools for Chilean children.

## THE OTHER SIDE

(*Continued from page* 460)

Was that the fruit of the famous spirit of democracy, I asked myself, the rule of the average, of mediocrity? Or perhaps it was a necessity in this country, the great "melting pot of the world," an indispensable and efficient instrument in forcing into a homogeneous mass a huge and motley population? If so, it was an an admirably efficient machine indeed. But for the individual it seemed to me an evil, if a necessary one, a stifling strait-jacket which killed many of the most valuable energies that would be utilized much better if the student could arrange his work for himself, according to the tides of his productive, receptive, or barren hours, responsible for a thorough account of his education only at the end of his college career in one comprehensive and even severe examination. Certainly only those who have personal initiative and interest would pass such a test. But why should others pass?

Under the American system certainly all students suffered, the indifferent, because constantly prodded; the interested, because forced to skim only the surface.

But gradually I became aware that the students did not seem to suffer at all. They accepted the system as the most natural thing in the world. I never heard a complaint. Often, in those troublesome days, when I was kindly asked: "Hello, how are you?" I answered frankly, "Oh, thank you, bad," thinking that I was opening a way for help with my perplexities. But soon I realized that nobody expected such an answer. I learned to say, "Thank you, just fine," as everybody else answered, no matter what the real state of mind might be. It was a conventional question and I was expected to keep smiling and make the conventional response. Perhaps, I thought, the whole college business is only such a conventional affair, and people go there only because they are sent there, without argument. I remembered the refrain of one of the college songs, "We are in college not for knowledge, but for college life." Possibly this was really the key to the problem; possibly there was not any desire to begin with for that "profound" education and "individual" develop- (*Continued on page* 493)



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# DIRECTORY OF SOCIAL AGENCIES

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## Child Welfare

**THE NATIONAL CHILDREN'S HOME AND WELFARE ASSOCIATION** is a federation of pioneer state wide children's home finding organizations. C. V. Williams, Sec., 203 N. Wabash Ave., Chicago.

**NATIONAL CHILD LABOR COMMITTEE**— Wiley H. Swift, acting general secretary, 215 Fourth Avenue, New York. To improve child labor legislation; to conduct investigation in local communities; to advise on administration; to furnish information. Annual membership, $2, $5, $10, $25 and $100 includes monthly publication. "The American Child."

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**RUSSELL SAGE FOUNDATION**— For the Improvement of Living Conditions—John M. Glenn dir.; 130 E. 22nd St., New York. Departments: Charity Organization, Delinquency and Penology, Industrial Studies, Library, Recreation, Remedial Loans, Statistics, Surveys and Exhibits. The publications of the Russell Sage Foundation offer to the public in practical and inexpensive form some of the most important results of its work. Catalogue sent upon request.

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**AMERICAN HOME ECONOMICS ASSOCIATION**—Alice L. Edwards, executive secretary, 617 Mills Bldg., Washington, D. C. Organized for betterment of conditions in home, school, institution and community. Publihses monthly Journal of Home Economics; office of editor, 617 Mills Bldg., Washington, D. C.; of business manager, 101 East 20th St., Baltimore, Md.

(*Continued from page* 490) ment about which I had been theorizing. Or perhaps the machine had already dulled the questioning voice wherever it might have been raised.

At the beginning the only thing that kept me from making a sweeping condemnation was the idea of Jim. I took her as an exception. I claimed her as my secret ally who knows as well as I the difficulties and disappointments of our college education. But in time I saw that she, like the others, studied her daily lessons faithfully and without much questioning. In her case, however, I could not believe that she submitted with thoughtless passivity. I sought an explanation of the puzzle in the assumption of some mysterious point in her philosophy which certainly helped her to "carry on" with such admirable cheerfulness. I watched her with curiosity in class and outside of class in order to find the solution to the mystery. What was the substantial, positive side of American college education which I could not yet see but which to her must be outweighing its obvious drawbacks?

But gradually as I watched her, I realized that I had thoroughly misinterpreted her in assuming such full and conscious judgment in her of both sides of the question. She enjoyed college life and believed in it sincerely and naively. It never occurred to her to criticize it. I found that she did not have much understanding for the rebellious moods which sometimes made me cut a class or rage over arbitrary assignments. She took grades and college honors very seriously, and I saw that, far from sharing my ever-conscious individualism, she could submerge herself completely in the life and emotions of the group. As a matter of course she yelled with the crowd at the great games without feeling embarrassed, and swore everlasting allegiance to her "sister class." She shared the typical American college patriotism which expresses itself in songs, flags and impressive parades, and her greatest ambition was to "live up to the standards of the college." I could no longer claim her as my "ally." She belonged clearly and unquestionably to the American side, by creed as well as by training.

But, strange to say, although I made these discoveries about Jim, I was not disappointed. I still accepted her, as a real friend although I realized that I had to accept her as American instead of as "our type." Perhaps I was even glad of that fact. With this step I had gained a kind of personal contact with the other side. According to the "peculiar logic of sympathy" I now learned to detach myself from my preconceived European standards and to find a new basis of valuation. I learned to appreciate the educational value of living in a college community like this, aside from purely intellectual training—a life which gave me an idea of the positive virtues of the "spirit of democracy." I learned to appreciate in those characteristics of Jim which had impressed me at first, distinctly American traits which I found again in many of my fellow students: simplicity, readiness to help, naturalness, good fellowship, sincerity and an amiable naivete—a striking contrast to the sophistication of a certain type of German student, representing perhaps the disagreeable extreme of "our method," the pretentious young philosopher who has settled all the problems of the world and callow as he is, exhibits an irritating superiority in every situation. The American student, relieved from the responsibility of independence is kept a child much longer, with a child's weaknesses, true, but with its good qualities also. Entering into this different mental attitude, I learned to enjoy all those "great" events which interrupt the daily routine and bind the group together, College Day, Senior Day, "howl," banquets, dances and plays, almost as thoroughly as my fellow students.

But although I learned to see the situation a little more with American eyes, I know that I can never make American standards really my own as well as I know that Jim will never step over to my side and turn European. In our generation at least we still belong to different worlds. But I have learned to see that, in spite of that, we may still be friends, learning from each other, respecting and understanding each other, on a common human basis. The contact once experienced with the other side through Jim—not only Jim, the individual, but for me Jim, the symbol of the finer sides of American character, the worthiest representative of my American partners—will not be broken again.



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## EDUCATION BY THE CURRENT EVENT

(*Continued from page* 464)

found the stimulus for conduct in the very field where the response was to function, and have thus taken the initial step toward social efficiency. That the curtain falls on an advanced play like Porgy while the Negroes of Catfish Row still sing, "I'm on my way," may be merely an illustration of the integrity of their presentation.

But even that such a demonstration has been made by a smaller group of cultivated Negroes, we cannot truthfully say however much we would like to do so, that recognition lies with the colored man himself, and that the worthy will be worthily received. To make even this existing recognition more general requires first of all, at least, a modicum of leisure and freedom from grinding poverty. An investigation made in 1929 by the Woman's Bureau of the Department of Labor gives an analysis of colored women in industry from studies made in fifteen states. Their earnings were found to be far below the earnings of most white women, although somehow they too must meet the expenses of food, shelter, and clothing. A great American industrialist had said, almost at the moment of the publication of the report, "American industry must for the future be based not on a living wage alone, nor on a saving wage, but on a cultural wage." No one needs the benefit of this dictum more than the ambitious Negro.

Because we are no longer stirred as the abolitionists were, to remove fetters, to prevent cruelty, to lead the humblest to the banquet of civilization, we have allowed ourselves to become indifferent to the gravest situation in our American life. They grappled with an evil which had been entrenched since the beginning of recorded history and it seems at moments that we are not even preserving what was so hardly won. Continually to suspect, suppress, or fear any large group in a community, must finally result in a loss of enthusiasm for that type of government which gives free play to the self-determination of a majority of its citizens. It means an enormous loss of capacity to the nation when great ranges of human life are hedged about with antagonism. We forget that whatever is spontaneous in a people, in an individual, a class, or a nation, is always a source of life, a wellspring of refreshment to a jaded civilization.

Because with the best will in the world it is difficult to get the interest of the entire community centered upon any given theme, the settlements gradually discovered the value of the current event over all other methods of education. We slowly learned to define the settlement as an institution attempting to learn from life itself, in which undertaking we did not hesitate to admit that we encountered many difficulties and failures. But this effort to interpret the contemporaneous situation and to make it usable, demanded an ever-widening public who should have a sympathetic understanding of those social problems which are of such moment to all of us. To allow a large number of people to remain outside the circle of those interests because they have not been given a sense of participation, would, at last, not only cripple our national life but limit our possibilities.

THE settlement makes a constant effort through books, through the drama, and through exhibits, to connect passing experiences with those permanent expressions which lie at the basis of world culture. If this is well done, of course, it heightens the sense of companionship in the neighborhood itself; the Italians have a saying that the poor little brethren gathered with us under the Madonna's cloak keep us warm, quite as much as the great blue mantle itself.

The settlements have often been accused of scattering their forces; as institutions they are both philanthropic and educational; in their approach to social problems they call now upon the sociologist, now upon the psychiatrist; they seek the services of artists, economists, gymnasts, case workers, dramatists, trained nurses; one day they beg the anthropologist for a clue to a new immigration, and the next they boast that one of their pupils has "made" the symphony orchestra. In response to the irrefutable charge of weakness in multiform activity, we are accustomed to reply that even so we are not as varied and complex as life itself. I recall my sense of relief the first time I heard a sociologist use the phrase, "vortex causation"; the universities were at last defining the situation, it was possible that they would later enter this interrelated field of personal difficulties, bewildering legal requirements and conflicting cultures, which the settlements find so baffling.

Each current event in this interrelated world of ours may be apparently the result of a repercussion from any part of the globe, or at least may be due to the same impulse manifesting itself in widely separated areas.

Dr. Dewey has told us that the general intelligence is dormant, with its communications broken and faint until it possesses the public as its medium. It seems at moments as if we were about to extend indefinitely what we call our public, and that unless it were stretched to world dimensions, the most significant messages of our times might easily escape us.



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